



Louisburg College

North Carolina



# Louisburg College

## North Carolina

CATALOGUE OF  
OFFICERS, TEACHERS AND STUDENTS  
1919-1920

ANNOUNCEMENTS FOR  
1920-1921



RALEIGH  
COMMERCIAL PRINTING COMPANY  
1920

## CALENDAR 1920-1921

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### Fall Term

1920

September 9—Thursday: The Fall Term begins.

September 11—Saturday Evening: Y. W. C. A. Reception to New Students.

September 12—Opening Sermon.

October 27—Faculty Recital.

November 25—Thanksgiving Day: Holiday.

December 14—Mid-term Examinations begin.

December 21—Tuesday: The Christmas Holidays begin.

1921

January 5—Wednesday: Matriculation for Second Semester.

April —Graduating recitals, second and third weeks.

May 15—Sunday: Commencement Sermon.

May 16—Monday Afternoon: Junior Concert.

May 17—Tuesday Afternoon: Class Day Exercises.

May 18—Wednesday: Graduating Exercises.

## BOARD OF TRUSTEES

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REV. L. S. MASSEY	Raleigh, N. C.
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REV. L. S. MASSEY

REV. A. J. PARKER

MR. F. B. MCKINNE

## FACULTY AND INSTRUCTORS

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FRANKLIN SWINDELL LOVE

*President and Professor of History*

A.B. Trinity, M.A. Columbia, Student in Union Theological Seminary, 1909

MRS. MARY DAVIS ALLEN

*Dean of Women*

Graduate Louisburg College

MISS SALLIE BETTS

*Professor in Undergraduate Department*

Graduate Greensboro College for Women. Dean at Littleton College  
eighteen years

MISS IVA T. LEONARD

*Professor of English*

M.A. University South Carolina, A.B. Winthrop College, A.M.

MISS LIDA B. MAY

*Professor of Mathematics*

A.B. University of Alabama

MISS MARY WHITE CRANFORD

*Professor of Modern Languages*

A.B. Trinity College

MISS RUTH ANSLEY

*Professor of Latin*

A.B. Randolph-Macon Woman's College

MISS EDITH HEMIUP

*Professor of Science and Home Economics*

National School of Arts and Sciences, Washington

MISS ELBA HENNINGER

*Professor of Expression and Physical Culture*

Graduate Martha Washington, Student Boston School of Expression

MISS MARY E. COPENHEAVER

*Professor of Art*

Graduate Sulleir's College, Pupil in Cincinnati and New York

MISS VERA BOARD

*Director of School of Music and Professor of Piano*

Toronto Conservatory; Special Student in Paris

MISS ANNIE SMITH

*Professor of Piano*

Graduate Louisburg College, Pupil of Rawlings Baker, New York

MRS. F. S. LOVE

*Professor of Piano*

Graduate Kroeger School of Music, Post-Graduate Beethoven Conservatory of  
Music, Pupil of Emmett Murphy, Robert Wall, Ethan Allen, Laussig,  
St. Louis, Mo.

MISS RUTH HALL

*Professor of Piano*

Graduate Louisburg College

MISS CORRIE DODSON

*Professor of Voice*

Graduate Greensboro College for Women, Pupil of Florence Wilson

MISS LUCILE WOMBLE

*Professor of Bible and Education*

Graduate Davenport, A.B. Trinity College

EDWARD L. BEST

*Professor of Education*

University of North Carolina

MISS MARY E. UNDERWOOD

*Professor of Business Course*

Graduate Louisburg College, Student Columbia University

MRS. H. P. GUFFY

*Trained Nurse*

Graduate Nurse Friends Hospital, Post-Graduate Orthopedic, Philadelphia

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## OFFICERS OF ADMINISTRATION

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FRANKLIN SWINDELL LOVE

*President and Treasurer*

MRS. MARY DAVIS ALLEN

*Dean of Women*

MISS GENEVIEVE PELTZ

*Secretary to President*

MISS ELBA HENNINGER

*Manager of Athletics*

MISS ETHEL WINSTEAD AND MISS MARY CLAY KNIGHT

*Librarians*

THE REV. G. F. SMITH

*Chaplain*

S. P. BURT, M.D.

*College Physician*

## COMMITTEES OF THE FACULTY

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### Course of Instruction

PRESIDENT LOVE, MISS WOMBLE

### Classification

MISS WOMBLE, MISS CRANFORD, MISS ANSLEY

### College Publications

MISS LEONARD, MISS DODSON, MISS ANSLEY

### Literary Societies

MISS HENNINGER, MISS CRANFORD, MISS LEONARD

### Young Women's Christian Association

MISS WOMBLE, MISS BETTS, MISS SMITH

### Library

MRS. ALLEN, MISS LEONARD, MISS MAY

### Public Functions

MISS DODSON, MISS BOARD, MISS HEMIUP, MISS COPENHEAVER

### Athletics

MISS HENNINGER

### Student Organizations

MISS BETTS, MRS. ALLEN, MRS. GUFFY, MISS HENNINGER



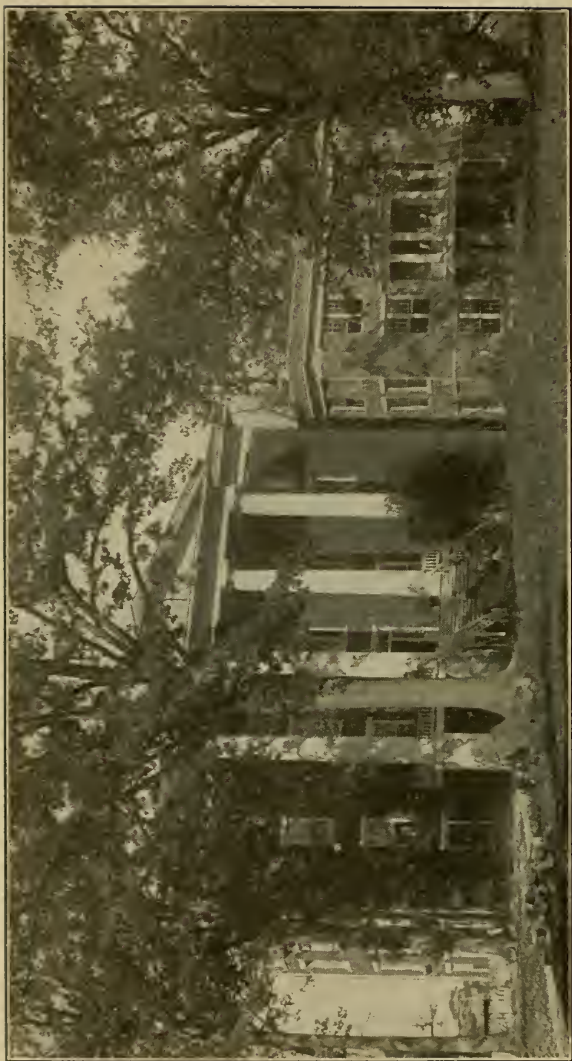
## Events of the College Year

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- September 13—Y. W. C. A. Reception.
- October 25—Stunt Night.
- October 29—Concert by Madame Christine Langenhan.
- October 31—Witches' Serenade.
- November 1—Play by Expression Class.
- November 20—Lecture by E. C. Raine.
- November 27—Concert by Skovgaard Concert Company.
- February 14—Junior-Senior Banquet.
- March 5—Faculty Recital.
- March 17—Lecture by Dr. E. C. Knight.
- April 7—Lecture by Dr. W. K. Boyd.
- April 21—Stereopticon Lecture by Rev. Lloyd Jones.







LOUISBURG COLLEGE, NORTH CAROLINA

# Louisburg College for Young Women

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## A FOREWORD

I. LOCATION.—Louisburg is thirty miles northeast of Raleigh; an excellent highway makes the capital easily accessible for automobiles. It is also the terminus of a branch line of the S. A. L., which unites with the main line at Franklinton. It has a population of about two thousand, and is situated on rolling hills which furnish natural drainage. The town has a most excellent system of waterworks and sewerage, and an electric light plant.

Louisburg College is located on the summit of the highest hill in the town, in a beautifully shaded grove of thirteen acres. Across the street, facing the College campus and a continuation of it, as it were, is the Louisburg Graded School campus, another park of thirteen acres.

II. HEALTHFULNESS.—The College Physician, Dr. S. P. Burt, made a statement recently that during his six years connection with the College there had not been a single case of alarming illness. This record speaks for itself, not only for the healthfulness of the location, but also of the care exercised over the students.

III. HOME LIFE.—Louisburg College imparts a homelike atmosphere not found among larger schools. The comradeship between girls and teachers prevalent here could not exist where the ratio of girls to teachers is far in excess.

Girls of congenial taste and ages, when that is not inadvisable, are grouped into sections of nine girls each, and placed under the special supervision of a section-teacher, who becomes their advisor and, on shopping tours, their chaperone. She presides over their table in the dining-room, and acts as general counselor and treasurer for her section. This wholesome relationship brings about a feeling of personal responsibility on the teacher's side, and causes the girls to regard their section-

teacher as a personal friend and confidante, who is interested in their peculiar needs and foibles.

IV. THE PURPOSE.—The paramount purpose of Louisburg College is to develop the girl into a symmetrical woman. She is not merely intellect to be cultivated; she is, above all else, a personality to be rightly developed. Her threefold nature, body, mind, and spirit, must be harmoniously developed in order to attain perfect womanhood. To this end she must be taught to appreciate health, and much that pertains to the care of the body; she must cultivate a happy disposition and appreciate its relation to her health; she must learn that nature is the Great Physician, and that exercise in the fresh air is the best tonic. The College strives to maintain an atmosphere conducive to the free exercise of the best faculties of mind and heart, in short, to cultivate the whole personality. That every girl who goes out from it may bear in her face the evidence of a strong body, a well trained intellect and a pure heart, the essentials of a perfect woman, nobly planned, is the paramount purpose of the training given at Louisburg College.

## HISTORY

When the county of Franklin was formed in 1779 three commissioners were appointed to locate the county seat and provide for the needs of the town and county. They purchased one hundred acres at the "Fords of the Tar," and here has developed the town of Louisburg. These were wise men in that they at once made provision for the education of the youth. On the elevation overlooking the "Fords" and surrounding country twenty-six acres of land were reserved for school purposes. The principal street of the city now divides the lots into halves, one of which is the property of the city and the site of the city schools. The other belongs to the Louisburg Female College Corporation. In 1779 a suitable building was erected and "Franklin Academy for Males and Females" started on its career of usefulness under the guiding hand of Matthew Dickerson, the maternal uncle of David Dudley Field. The charter was granted in 1786, but a few years later it was thought best to separate the

male and female departments, and in 1802 the "Louisburg Female Seminary" was chartered and suitable buildings erected for the accommodation of girls only. In the more than one hundred years since Louisburg Female Seminary was chartered the school has had all the struggles incident to private and unendowed institutions, but at no time has its service to the commonwealth been small.

In 1855 the people of Louisburg realized that the Louisburg Female Seminary could not meet the demands of the time; that the time had arrived when young women should be given higher educational advantages. To meet this demand a joint stock company was organized and chartered by the Legislature, under the name of the "Louisburg Female College Company," the object of which was to establish a college of high standard for young women. Two years later the new college opened as a private enterprise.

In 1891 the property came into the hands of the great-hearted Washington Duke, and was held by him for the education of North Carolina women during the remainder of his natural life. In 1907, on the death of Mr. Washington Duke, the property was given to the North Carolina Conference by his son, Mr. Benjamin Duke. In 1908 the college property was accepted by a Board of Trustees, acting under the authority of the Conference. On February 20, 1909, the Board of Trustees was given legal status by the following act by the General Assembly of North Carolina:

#### AN ACT TO INCORPORATE LOUISBURG FEMALE COLLEGE

*The General Assembly of North Carolina do enact:*

SECTION 1. That L. S. Massey, D. B. Zollicoffer, J. T. Flythe, J. H. Shore, B. W. Ballard, Z. W. Lyon, A. J. Parker, F. B. McKinne, and G. F. Smith, their associates and successors, be and they are hereby created a body politic and corporate for the purpose of maintaining a school of high grade in the town of Louisburg, in the county of Franklin, for the intellectual, moral and religious development and training of young ladies, under the name and style of Louisburg Female College, and in that name may sue and be sued, may plead and be impleaded, contract and be contracted with, acquire, hold and convey in their corporate capacity property, personal and real,



to an amount not to exceed five hundred thousand dollars, and exercise all acts in relation thereto incident to the ownership of personal property and real estate.

SEC. 2. The members of the corporation shall have perpetual succession, and may, if they so elect, have and use a common seal.

SEC. 3. That the officers of said corporation shall be a president, vice-president, treasurer, secretary, and a board of nine trustees, five of whom shall constitute a quorum for the transaction of business, and all of whom shall be elected by the North Carolina Annual Conference at its annual sessions, and shall hold their office for the term of three years: *Provided*, that at the first meeting of the North Carolina Conference, after the ratification of this act, the said board of trustees shall be divided into three classes of three persons each; the term of office of the first class shall be one year from the meeting of said conference; of the second, two years; and of the third, three years.

SEC. 4. That the board of trustees of said corporation shall not have the power to mortgage or sell any of the real estate belonging to the same without first having obtained the consent and permission of the North Carolina Conference.

SEC. 5. That the said board of trustees shall have the exclusive right to elect a president of said Louisburg Female College, and, on nomination of the president, such professors, tutors and officers as they shall think proper.

SEC. 6. That the president and professors of said Louisburg Female College shall be the faculty thereof, and with the advice and consent of the trustees shall have power to grant diplomas and marks of literary distinction as are usually conferred in colleges.

SEC. 7. All bequests and donations to the college shall be the property of the North Carolina Conference.

SEC. 8. The individual property of the trustees of said corporation shall not be liable for the debts of the same.

Since the Church has assumed control of the property and policy of the school the Davis Memorial Building has been erected and a laboratory and central heating plant.

In 1915 the College made application for Junior College rating with the General Board of Education, which was granted. A restatement of purpose as to its relative place in our Conference educational plan has given new life to the College and it is again crowded to its utmost capacity.



## BUILDINGS AND GROUNDS

The building erected in 1855 to meet the needs of Louisburg College, just organized, is placed on the highest point in the city, and is located just back of the center of the campus. Built of red brick, four stories high and fronted with massive columns, this building dominates the whole scheme of buildings and grounds. In it are the chapel, dining-room and large dormitories.

The old Louisburg Female Seminary building still stands on the grounds. It is now one hundred and nineteen years old, but renders valuable service as a Domestic Science Laboratory and Art Studio.

## DAVIS MEMORIAL BUILDING

This building was erected in 1911 as a memorial to Mr. M. S. Davis, who was for many years a leader in education in the State and for some years president of the College. The library is located in this building and some of the larger classrooms are here. It is the first of the two buildings that are to form wings to the main building. All of these will front on a magnificent oak grove of some ten acres. These century-old trees lend a peculiar dignity to the campus. The grassy lawns and winding paths contribute much to the pleasure of the students.

## THE COLLEGE HOME

The design of the school is to surround the pupils with such influences as tend to cultivate taste, refine and polish manners, develop and strengthen the moral sense, and to fit them to occupy with ease and grace every department of social and domestic life.

Many great and noble women have gone forth from our walls, who, as wives, mothers, or daughters, in homes of luxury or in more humble surroundings, have shed about them that lustre of goodness and true worth which appeared in the nobility of character inculcated here.

School life should be made pleasant and happy. Discontent, worry and homesickness are alike opposed to successful progress in educational training and the development of amiable and cheerful dispositions. A love for the good, the noble, and true is inculcated. The teachers are the companions and advisers of the pupils; they seek to guide them to the highest ideals of Christian womanhood. The Christian grace gives to ladies a charm and power which no adornment of person or culture of intellect can produce.

The regulations of the school require that each student shall be ladylike and honorable in her conduct as long as she remains within its walls. Due respect at all times and under all circumstances must be paid to officers and teachers.

All college authorities have learned by experience that it is both necessary and prudent to have some well-defined rules for the protection and benefit of the students, and parents *are requested not to give permissions which conflict with these regulations*. Pupils come to college for work and improvement, and nothing should be permitted to interfere with their duties.

Their interest is the ruling consideration, and the minutest detail of every regulation is planned with reference to them. Here they are surrounded by a literary atmosphere, among companions engaged in the same pursuit, and any diversions not in harmony with our home life are injurious.

Nonresident students will be required to board in the College, unless they have relatives living in the town, with whom, for reasons of economy, they choose to board. If there should not be room in the College, the President reserves the right to select a suitable boarding place in town. It is unwise for parents to send permission to their daughters to make visits to friends or relatives in the country. As a rule, those pupils accomplish most who make and receive fewest visits. The choice of society within the institution itself is great, and all that can be desired. It is impossible for those outside of the College to judge as to the wisdom of such visits, as conditions sometimes exist of which they are unaware, that render such absences detrimental, not only to the individual student, but to the student body. Con-

tagious diseases are often brought into colleges in this way. Frequent trips home or visits from home, with their attendant excitement, do not contribute to the best interest of pupils. We bring this matter to the attention of parents because we believe that they have the best interest of their daughters at heart, and would not willfully do anything that would hinder their school work or endanger their health.

### OUTFIT

Teachers and pupils are required to furnish their own towels, blankets, bedclothing, and table napkins. The name of the owner must be marked on all articles of clothing and linen that are to be washed. Students should bring a teaspoon, knife, fork, and drinking glass for use in their rooms, as these articles cannot be taken from the dining-room.

### PROMOTION OF HEALTH

For proper care of any who may be sick, a bright, sunny room is set apart for an infirmary. It is under the supervision of a trained nurse. She endeavors to prevent the development of slight indisposition into serious illness; to correct by careful treatment any tendency toward chronic disease; to win the pupils to good bodily habits, and to instruct them in the laws of health. Should a student become so sick as to need the services of a physician, her parents will be promptly notified by the president, who will write regularly every day until the patient is better. Parents need not be anxious about their daughters, unless they have heard from us that they are sick. *In no case will we fail* to notify them.

### RELIGIOUS ADVANTAGES

Since in the training of youthful minds there is no phase of education which is of more importance than the spiritual side, every effort is made to surround the students with proper moral and spiritual atmosphere.

Rev. G. F. Smith, pastor of the Methodist Episcopal Church, South, of Louisburg, is the College chaplain. In addition to his

regular pastoral visits he meets occasionally with the faculty and students in their regular morning exercises, and in special prayer services. He is always glad to be consulted by any member of the College community on religious subjects.

Each school day begins with short chapel exercises, consisting of Bible reading, songs and prayer, and occasionally short talks by visiting ministers and others.

On the opening day the ministers of the various churches of the town extend a most cordial welcome to the students, and during their residence here every effort is made to have them feel at home in the churches.

Students are required to attend church at least once each Sunday, and are urged to connect themselves with the College Sunday School, an organization of much importance to the religious life of the school, in which Missionary activities are especially encouraged, and all narrowness of religious ideals is discountenanced. The Sunday School choir adds much to the interest and effectiveness of this organization. Mission Study Classes and a Young Women's Christian Association are separate organizations and are discussed elsewhere.

### GENERAL REMARKS

1. No boarding student will be allowed to spend the night out of the College, except with parents.

2. Permissions conflicting with College regulations cannot be granted.

3. Parents will greatly aid us in our efforts to promote the health of their daughters if they will heed our earnest request that no eatables, except fruit or confections, be sent to those committed to our care. A large proportion of the little sickness we have among our students is traceable to imprudent eating at improper times.

4. Trunks and baggage should have the name of the owner attached to insure safe delivery.

5. When in case of sudden emergency, pupils are called home, instructions should be sent, not to the pupils, but to the President, who will make ample provision to meet the case.

6. Some parents do their children and the school an injustice by calling them home before the closing exercises of the session. As soon as such permission reaches the student, she is not only inclined to neglect her own studies, but becomes a disturbing element in the school. When a pupil leaves before the end of the term, an unfavorable impression is made as to the cause of her leaving.

7. Students will be held accountable for any damage done by them to furniture, musical instruments, fixtures, or buildings.

8. Reference to the calendar will show that ample time is given for the Christmas holidays to meet all reasonable desires in this matter. Going away before the appointed time tends to deplete the classes, causes confusion in the household, and creates a spirit of restlessness among the other students, hurtful to all. It is equally important that pupils return in time for beginning work promptly on the date fixed for the reopening, as those who are late lose the instruction already given and are sometimes overworked trying to make up deficiencies. The faculty cannot suspend the rule which requires each teacher to give zero to absentees who fail to attend recitations without an excuse approved by the President. This regulation applies to all students of the College. This question is of such vital interest to the institution that a fine of \$1 for each recitation missed will be imposed, and the work missed made up under the supervision of the instructor.

Students who give diligent attention to their studies find little time for correspondence. It is therefore advisable for parents to recommend that their daughters should limit their correspondence to their home circle. Parents can do more towards controlling this than school authorities. Daughters, as a rule, will respect the earnest request of their parents.

Only by special permission from parents, or guardians, will students be permitted to correspond with gentlemen. This permission must be addressed to the Dean, who will determine the frequency of such correspondence.



### SPECIALS AND PRIVILEGES

We realize that in some instances, where health or eyes may be impaired, it is not wise to allow a student to take the full course, but we have found that girls who have not sufficient work to keep them employed are disappointing to themselves and to their parents, and a disadvantage to the school. Youth means activity, and if your daughter is not engaged in self-improvement she is nevertheless engaged in something. If parents and teachers fail to direct these energies, they are laying up trouble for themselves.

We disapprove of heavy courses. Girls often labor under serious disadvantages by undertaking to enter a class for which they are not prepared, and consequently having to make up several back studies, in addition to the regular course. This is unwise; it not only discourages pupils, but rarely proves successful. Either course is unfortunate for a student, and places her at a disadvantage with her colleagues. If your daughter cannot take the full course, require her to pay special attention to music or art, in addition to required studies; these may be regarded as recreation—certainly not drudgery.

### EXAMINATIONS AND REPORTS

Examinations take place at the close of each half session, but there are frequent reviews of the class work. A daily record of each pupil's scholarship and deportment is kept, and the average of these, with the examinations, determines her standing in the class. A report is sent to the parent or guardian at the close of each semester. Parents and guardians are requested to examine this report, using it as a basis for admonition and encouragement.

When for any reason the pupil does not stand the examination with her class, or has to be reëxamined, a fee of \$1.00 is charged for every examination so given, except in cases of illness. In that event a statement to that effect from College physician or nurse is required.

## Admission to College

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### REGULATIONS

Applicants bringing certificates of proficiency from accredited high schools and colleges will be admitted without examination.

All applicants will be required to stand examinations before being admitted to any class unless they can offer certificate of proficiency for work required for the desired class standing.

Students entering mid term will be required to pass an examination on previous work of term of class entered.

Entrance examinations are held at the beginning of each term.

While the course of study for the first and second years in Louisburg College varies from the prescribed study presented by the Commission on Education, full credit is given for the work when certified by an accredited school.

### ENTRANCE REQUIREMENTS

#### Entrance Subjects and Their Value in Units

Credits will be allowed through the Sophomore class for the following entrance requirements when done by an accredited high school.

For entrance to Freshman Class Latin Grammar and Cæsar are required. For the five years of Modern Languages, Spanish or Italian may be substituted for German.

Students are to be admitted to college on the system of entrance units, a unit meaning a subject of study pursued in an academy or high school through a session of nine months, recitation periods being not less than forty minutes in length, preferably five times a week. On the average a full year's high school course should represent four units of work.

The required number of entrance units is to be selected from the following list of subjects, to which is attached their value as entrance units:

#### MATHEMATICS.

1. High School Algebra.
  - (a) To Quadratics. 1 unit.
  - (b) Quadratics through Progressions.  $\frac{1}{2}$  unit.
2. Plane Geometry. 1 unit.
3. Solid Geometry.  $\frac{1}{2}$  unit.
4. Trigonometry.  $\frac{1}{2}$  unit.

#### LATIN

1. Grammar and Composition. 1 unit.
2. Cæsar (any four books on the Gallic War). 1 unit.
3. Cicero (six orations). 1 unit.
4. Virgil (six books of the *Æneid*). 1 unit.

For the work in Cæsar and Cicero an equivalent amount of Nepos and Sallust, and for the work in Virgil an equivalent amount of Ovid may be substituted.

#### GREEK

1. Grammar and Composition. 1 unit.
2. Xenophon (first four books of *Anabasis*). 1 unit.
3. Homer's *Iliad* (the first three books), with prosody and translation at sight. 1 unit.

#### GERMAN

1. One-half of Elementary Grammar, and 75 to 100 pages of approved reading. 1 unit.
2. Elementary German completed, and 150 to 200 pages of approved reading. 1 unit.
3. Intermediate German, including the reading of some 400 pages of approved prose and poetry. 1 unit.



## FRENCH

1. One-half of Elementary Grammar and 100 to 175 pages of approved reading. 1 unit.
2. Grammar completed, and 250 to 400 pages of approved reading. 1 unit.
3. Intermediate French, including the reading of some 400 to 600 pages of French of ordinary difficulty. 1 unit.

## SPANISH, ITALIAN, OR OTHER APPROVED MODERN LANGUAGE

Requirements equivalent to those in French.

## HISTORY

1. Ancient History, with special reference to Greek and Roman History. 1 unit.
2. Mediæval and Modern European History. 1 unit.
3. English History. 1 unit.
4. American History (Civics may be part of this course). 1 unit.

## SCIENCE

1. Physics. 1 unit.

The preparation in Physics should include the study of at least one standard high school text, together with a laboratory notebook covering at least forty exercises from a list of sixty or more.

2. Chemistry. 1 unit.

The preparation in Chemistry shall be upon the same basis as that prescribed for Physics.

3. Botany.  $\frac{1}{2}$  or 1 unit.

The preparation in Botany should include the study of at least one standard high school text, together with an approved laboratory notebook.

4. Zoölogy.  $\frac{1}{2}$  or 1 unit.

A course upon the same general plan as that outlined for Botany.

5. Physiography.  $\frac{1}{2}$  or 1 unit.

A course upon the same general plan as that outlined for Botany.

Credit in History and Science must be based upon the time devoted to each course and the quality of work done, and not upon the ground covered. In estimating the value of a particular course the definition of a unit must be rigidly adhered to.

#### OTHER SUBJECTS

Credit may be given for the following subjects based upon the requirement that each unit of credit shall be the equivalent of 120 "sixty-minute" hours of high school work.

1. Household Arts and Sciences (two years for 1 unit). 1 or 2 units.

2. Three years in Music. 1 unit.

3. Agriculture. 1 or 2 units.

#### ENGLISH

1. Higher English Grammar.  $\frac{1}{2}$  unit.

2. Elements of Rhetoric and weekly written compositions. 1 unit.

3. English Literature.  $1\frac{1}{2}$  units.

The study of English Literature includes the study of some works and the reading of others, as laid down in the requirements of the National Conference on Uniform Entrance Requirements in English, as follows:

#### *Requirements for 1915-19*

The study of English in schools has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence and appreciation.

*Grammar and Composition.*—The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and

correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should be extended throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

*Literature.*—The second object is sought by means of two lists of books, headed respectively "Reading" and "Study," from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

(a) *Reading.*—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

## GROUP I. CLASSICS IN TRANSLATION

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The Æneid.

(The Odyssey, Iliad, and Æneid should be read in English translations of recognized literary excellence.)

For any selection from this group a selection from any other group may be substituted.

## GROUP II. SHAKESPEARE

(Two selections)

*A Midsummer Night's Dream, The Merchant of Venice, As You Like It, Twelfth Night, The Tempest, Romeo and Juliet, King John, Richard II, Richard III, Henry V, Coriolanus, Julius Cæsar, Macbeth, Hamlet.*

If any one of the last three is selected for study under (b), it may not be chosen as a requirement for reading.

## GROUP III. PROSE FICTION

(Two selections)

Malory, *Morte d'Arthur*; Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels*; Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott's novels, any one; Jane Austen's novels, any one; Maria Edgeworth, *Castle Rackrent* or *The Absentee*; Dickens's novels, any one; Thackeray's novels, any one; George Eliot's novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho!* or *Hereward, the Wake*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure Island* or *Kidnapped*, or *Master of Ballan-*

*trae*; Cooper's novels, any one; Poe, *Selected Tales*; Hawthorne, *The House of Seven Gables*, or *Twice Told Tales*, or *Mosses From an Old Manse*; a collection of short stories by various standard writers.

#### GROUP IV. ESSAYS, BIOGRAPHY, ETC.

(Two selections)

Addison and Steele, *The Sir Roger de Coverley Papers*, or selections from the *Tatler* and the *Spectator* (about 200 pages); Boswell, selections from the *Life of Johnson* (about 200 pages); Franklin *Autobiography*; Irving, selections from the *Sketch Book* (about 200 pages); or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, *Lectures on Swift, Addison, and Steele in the English Humorist*; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*; Trevelyan, selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or *Selections* (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, selections, including at least the two *Inaugurals*, the *Speeches in Independence Hall and at Gettysburg*, the *Last Public Address*, the *Letter to Horace Greeley*, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage and Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

## GROUP V. POETRY

(Two selections)

Palgrave, *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats and Shelley if not chosen for study under (b); Goldsmith, *The Traveler* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christobel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of the Lake*, or *Marmion*; Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News From Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts From the Sea*, *Incident of the French Camp*, *Herve Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, *De Gustibus—*, *Instans Tyrannus*; Arnold, *Sohrab and Rustum* and *The Forsaken Merchant*. Selections from American Poetry with special attention to Poe, Lowell, Longfellow, and Whittier.

(b) *Study*.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

## GROUP I. DRAMA

(One selection)

Shakespeare, *Julius Cæsar*, *Macbeth*, *Hamlet*.



## GROUP II. POETRY

(One selection)

Milton, *L'Allegro, Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur, The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

## GROUP III. ORATORY

(One selection)

Burke, *Speech on Conciliation with America*; Macaulay's *Speech on Copyright* and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

## GROUP IV. ESSAYS

(One selection)

Carlyle, *Essays on Burns*, with a selection from *Burns' Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

*Examination.*—However accurate in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition and the other on literature.

In grammar and composition the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will pro-

vide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words per hour.

The examination in literature will include:

(a) General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under "(a) Reading" above. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which she was prepared; but this list will not be made the basis of detailed questions.

(b) A test on books prescribed for study, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works and the periods of literary history to which they belong.

### GENERAL INFORMATION

The College gives no degrees, but a diploma is given on the completion of the course of study required, which admits the student without examination to our best standard colleges.

The institution is accredited with the State Board, and graduates are granted State High School Certificates.

Two courses of study lead to graduation. In the classical course the purpose is to plan directly for continued study in an A College. The second, or General Literary Course, allows a larger number of hours to the specials. This difference is clearly indicated in the requirements for graduation.

For the student who wishes to continue special work there is provision for the requirements for standard college Junior work.

Requirements for graduation in schools of Music, Art, Expression and Domestic Science are given under departmental headings.



### REQUIREMENTS FOR CLASS RANK

For a student to rank as a member of the Freshman, Sophomore, or Junior Class, she must take at least ten hours work per week in the class for which she is a candidate. To rank as a Senior she must be a candidate for a diploma.

### REQUIREMENTS FOR GRADUATION

A candidate for graduation not only must have completed the prescribed course, but also must have a commendable record of character, deportment, and judgment. No pupil is graduated with less than a year's attendance.

A Diploma from Louisburg College is conferred upon the student who has completed fourteen units for entrance to the Junior Class and thirty hours of genuine college work.

## General Literary Course

## FRESHMAN

FALL TERM		SPRING TERM	
English -----	3	English -----	3
Mathematics -----	3	Mathematics -----	3
Science -----	3	Science -----	3
History -----	3	History -----	3
French } -----	3	French } -----	3
German }		German }	
Bible -----	1	Bible -----	1

## SOPHOMORE

English -----	3	English -----	3
Mathematics -----	3	Mathematics -----	3
History -----	3	History -----	3
French } -----	3	French } -----	3
German }		German }	
Bible -----	3	Bible -----	3

## JUNIOR

English -----	3	English -----	3
Mathematics -----	3	Mathematics -----	3
History -----	3	History -----	3
French } -----	3	French } -----	3
German }		German }	
Bible -----	3	Bible -----	3

## SENIOR

English -----	3	English -----	3
Science -----	3	Science -----	3
Electives -----	9	Electives -----	9

## Classical Course

## FRESHMAN

FALL TERM		SPRING TERM	
English -----	3	English -----	3
Mathematics -----	3	Mathematics -----	3
Latin -----	3	Latin -----	3
Science -----	3	Science -----	3
History -----	3	History -----	3

Note: No credits given for Latin unless pursued through Cæsar. Fifteen hours of foreign language required for graduation.

## SOPHOMORE

FALL TERM		SPRING TERM	
English -----	3	English -----	3
Mathematics -----	3	Mathematics -----	3
Latin -----	3	Latin -----	3
French } -----	3	French } -----	3
German } -----		German } -----	
History -----	3	History -----	3
Bible -----	3	Bible -----	3

## JUNIOR

English -----	3	English -----	3
Latin -----	3	Latin -----	3
Mathematics -----	3	Mathematics -----	3
French } -----	3	French } -----	3
German } -----		German } -----	
History -----	3	History -----	3
Bible -----	3	Bible -----	3

## SENIOR

English -----	3	English -----	3
French } -----	3	French } -----	3
German } -----		German } -----	
Science -----	3	Science -----	3
Electives -----	6	Electives -----	6

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00 to 10:00	Math. II Sc. C Ed. I	Latin II Eng. C Ed. II Math. B	Math. II Sc. C Ed. I	Latin II Eng. C Ed. II Math. B	Math. II Sc. C Ed. I	Latin II Eng. C Ed. II Math. B.
10:30 to 11:30	Hist. III Bible II Eng. IV Latin I	Fr. I Bible III Hist. I	Hist. III Bible II Eng. IV Latin I Math. B	Fr. I Bible III Hist. I	Hist. III Bible II Eng. IV Latin I Math. B	Fr. I Bible III Hist. I
11:30 to 12:30	Eng. II Hist. B Ger. I Biology	Eng. III Fr. II Bible IV Hist. C Latin B	Eng. II Hist. B Ger. I Biology	Eng. III Fr. II Bible IV Hist. C Latin B	Eng. II Hist. B Ger. I Biology	Eng. III French II Bible IV Hist. C Latin B
12:30 to 1:30	Eng. B. Hist. II Math. C Latin III	Eng. B Latin C Ger. II Fr. IV	Eng. B Hist. II Math. C Bible I Latin III	Eng. B Latin C Ger. II Fr. IV	Eng. B Hist. II Math. C Latin III	Eng. B Latin C Ger. II Fr. IV
	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER
2:30 to 3:30	Fr. III Math. I	Eng. I Math. III	Fr. III Latin B Math. I	Eng. I Math. III	Fr. III Latin B Math. I	Eng. I Math. III

## ENGLISH

MISS LEONARD

MISS BETTS

The aims of courses in English are threefold: First, to acquaint the student with the various forms of discourse and to have her write them with accuracy and ease; second, to give a brief study of the origin and development of the English language; third, to give training in the interpretation and appreciation of English and American Literature.

*Class B. English Grammar, Emerson and Bender—Simm's Yemassee; Palgrave's Golden Treasury. Parallel reading required. Weekly themes.*

Three hours a week.

MISS BETTS.

*Class C. Rhetoric, Scott and Denney—Scott's Ivanhoe; Lowell's Vision of Sir Launfal; Poe's Gold Bug; Longfellow's Courtship of Miles Standish; Whittier's Snowbound; Tennyson's Shorter Poems; selections from Irving's Sketch Book. Parallel reading required.*

Three hours a week.

MISS LEONARD.

*I. A. Rhetoric and Composition—Planning and development of a composition; Narration, Description, Exposition and Argumentation emphasized. Weekly themes.*

One hour a week.

*B. History of American Literature—In this course the progress of American Literature is traced from the Colonial Period to the present time. A study of the masterpieces of representative periods is used for class recitation. Parallel reading required.*

*Text books; Genung and Hanson's Outlines of Composition and Rhetoric; Long's History of American Literature; Calhoun and MacAlarney's American Prose and Poetry.*

Two hours a week.

MISS LEONARD.

II. A. The development of English Literature is traced from the Anglo-Saxon Period to the Eighteenth Century, with especial emphasis on the Elizabethan Age. Productions of the writers of each period are read and studied in class.

B. A study of English Literature from the Eighteenth Century through the Victorian Age. Especial emphasis is laid upon the Romantic and Victorian poets. Selections read and studied in class.

Parallel reading required.

Frequent themes.

Textbooks: Long's *History of English Literature*; Manley's *English Prose and Poetry*.

Three hours a week.

MISS LEONARD.

III. In this course the origin and development of the English Drama is traced from the beginning through Shakespeare. A critical study of Shakespeare is made, based on eight of his plays. Twenty plays are reviewed and presented to the class by students.

Term papers required. Note-book work emphasized.

Textbooks: *Shakespeare and His Predecessors*.

Three hours a week.

MISS LEONARD.

IV. A. The English Novel. This course traces the Development of English Prose Fiction and its growth as a literary form. Six representative novels are studied in class and a critical study and estimate of thirty other noted works of English and American fiction is presented to class by students. Extensive parallel reading required. Emphasis placed on note-books.

Three hours a week.

*B. Modern Drama*—This course embraces a critical study of the development of Modern Dramatic Art from Henrik Ibsen. Selected works from such modern dramatists as Oscar Wilde, Sir Arthur Wing Pinero, Arthur Henry Jones, John Galsworthy, Bernard Shaw and J. M. Barrie, will be studied by the class. Note-books emphasized.

Three hours a week.

MISS LEONARD.

## MODERN LANGUAGES

MISS CRANFORD

The courses in Modern Languages are designed to enable the student to acquire the greatest cultural and practical values possible to be derived from a study of the languages as they are spoken and written. The aim of the instruction in each case is to have the student read and write the language with facility and to acquaint her with some of its masterpieces. At the same time the ear is trained by means of oral exercises and dictation. These courses try to enable the student to read with ease any phrase which she may meet in literature and to enjoy reading the works of modern and classic authors in these languages as well as having a good general knowledge of the literature, history and people whose language she studies.

### French

Courses I and II are designed to instruct the student in the fundamentals of pronunciation, grammar, and the translation of easy French prose; Course III is an intensive study of French Drama; Course IV is an advanced study of conversation and composition. The Cortina Phone Method is used in this course to aid correct pronunciation.

I. Elementary French: Pronunciation and grammar, translation from French into English and English into French, Dictation, Phonetics.

Texts—Fraser and Squair's *Shorter French Course*; Snow and Lebon's *Easy French*; selections from Nitze and Wilkin's *Handbook on French Phonetics*.

Three hours a week.

II. French Prose—Reading, translation, and review of grammar.

Texts—Lemaitre, *Contes Extraits de Myrrha*; Maupassant, *Ten Short Stories*; Mérimée's *Colomba*; Bazin, *Les Oberle*; Lamartine, *Jeanne d' Arc*.

Three hours a week.

III—French Drama: An intensive study of representative plays from Hugo, Corneille, and Molière, including dramatic criticisms of each play:

Texts—Hugo, *Hernani*, *Ruy Blas*.

Corneille, *Le Cid*.

Molière, *Le Malade Imaginaire*, *Le Bourgeois Gentilhomme*, *Les Femmes*, *Les Precieuses Ridicules*. (One of the above plays from Molière is selected and read as parallel reading.)

Three hours a week.

IV. Advanced Composition: Conversation. This course offers opportunity for much oral and written French; also French Phonetics, dictation and grammar.

Texts—Francois *Introductory French Prose Composition*; Moritz Levi, *French Composition*, Cortina's *French Method*.

Three hours a week.

(After Course II, Courses III or IV may be elected.)

### German

The primary aims of Courses I and II are to give the student a thorough knowledge of grammar, a broad vocabulary and an ability to translate fluently and accurately and read intelligently. Course III is designed to give the student a comprehensive survey of German Literature, dealing especially with Dramas from the best German writers, such as Schiller, Goethe and Lessing.



I. Elementary German: Pronunciation and grammar; translation from German into English and English into German, dictation; easy prose.

Texts—Bacon, *New German Grammar*; Allen, *Herein*; Storms, *Immensee*; Hauff, *Das Kalte Herz*, *Lales*.

Three hours a week.

II. German Prose and Poetry; Reading and translation of representative German prose and poetry, review of grammar; composition.

Texts—Fregtag, *Journalisten*; Wildenbrnd, *Das Edle Blut*, *Neid*; Schiller, *Die Jungfrau von Orleans*.

Three hours a week.

III. German Drama: An intensive study of representative plays from Schiller, Lessing, and Goethe, including dramatic criticisms of each play.

Texts—Schiller, *Maria Stuart*, Lessing, *Mina Von Barnhelm*; Goethe, *Iphigenie*, *Faust*.

Three hours a week.

### Spanish

I. Elementary Spanish.—Hill and Ford's grammar, reading, translation.

II. Spanish Prose.—Grammar, reading, composition, translation.

Cervantes, *Don Quixote*; Galdos, *Doña Perfecta*; Harrison, *Spanish Commercial Reader*.

### LATIN

#### MISS ANSLEY

The aim of this department is to lead the student to an accurate knowledge of Latin Grammar, to invest her with the ability to translate fluently this language into her mother tongue, and to give her a comprehensive survey of its literature. To this end the student will be required to read representative authors of the different periods, special attention being directed to the forms, syntax, and style of each author studied.

I. *Cicero's Orations*.—Three Orations against Catiline; Exercise in sight reading; Prose Composition.

(First half-year.) Three hours a week.

*Cicero's Orations*.—Fourth Oration against Catiline, Defense of Archias, Oration for Marcellus; Sight reading; Prose Composition.

(Second half-year.) Three hours a week.

II. *Virgil's Æneid* (Three Books).—Exercise in sight reading.

(First half-year.) Three hours a week.

*Virgil's Æneid* (Three Books).—Sight reading and Construction work.

(Second half-year.) Three hours a week.

III. *Livy*, Second Punic War; Prose Composition.

(First half-year.) Three hours a week.

*Horace*, Odes and Epodes; Prose Composition; Sight reading.

(Second half-year.) Three hours a week.

For the benefit of the student unprepared in the required Latin for the General Literary Course, the College offers courses in Latin Grammar and Cæsar.

## HISTORY

PRESIDENT LOVE

MISS ANSLEY

The courses are designed (1) to give in as comprehensive manner as possible in the time, a survey of European and American history; (2) to make a more careful study of governmental institutions and aid the student in getting appreciative understanding of political systems.

Class B. *The Ancient World*, West. Three hours a week.

*Miss Ansley.*

Class C. *English History*, Cheney. Three hours a week.

*President Love.*

The aim in Courses B and C is to give as nearly as possible the required history for the first two years of an accredited high school. Longer assignments are given and a full hour for recitation period.

I. *The Ancient World and Mediæval Europe*.—The aim here is to give (1) a brief review of the Ancient World, its social life and political institutions; and (2) to follow carefully the development, emphasizing especially Greek and Roman political life, later Roman social life and the influence of Greece and Rome in Mediæval Europe.

Robinson, Breasted and Beard's *Outlines of European History*.

Three hours a week throughout the year. *President Love*.

II. *Modern Europe*.—The aim here is to study the forces which have made Modern Europe. An effort is made to aid the student to see that the Europe of today is the logical outcome of earlier forces, both natural and artificial. To the influence of government on social and economic life careful attention is given to racial consciousness as a factor in national unity and to the democratic movement in politics and society.

Text: Hazen, *Modern Europe*.

Three hours a week throughout the year. *President Love*.

III. *American History*.—For the first half-year the student follows the development of the New World from the discovery to 1860. The problems of colonial life and the reflex influence as creative of self-reliance, especially economic and political issues; the question of confederation looking toward larger and closer union receives special attention. During the second half-year reconstruction and the social and economic problems incident to the same and the realization of complete union through expansion and international demands. Always the general facts of American history and significance of these are required of the student on class and examination.

Text: Bassett, *A Short History of the United States*.

Three hours a week throughout the year. *President Love*.

IV. *Political Theory*.—This course is an attempt to familiarize the student not only with the history of politics but with the problems of government. A brief study of present governments, an appraisalment of the merits of each and comparisons will be

made. Problems of taxation, banking and international trade will be discussed on class. Research work and papers for class discussion will be required.

Open to students who have taken Courses II and III.

Three hours a week. *President Love.*

V. *Latin American History*.—The purpose here is to give the student an appreciation of the general facts of Latin American History, with special emphasis on the period of the Revolution and the years marking the more recent economic and industrial development of the political systems of the present Republican Governments. There will be special reading in Pan-American literature, and an effort made to lead the student to an appreciation of the inter-relations existing between the two Continents.

Open to students who have taken Courses II and III.

Three hours a week. *President Love.*

(Courses IV and V will not be given the same years.)

## MATHEMATICS

### MISS MAY

Class B. *Arithmetic*, completed. Three hours a week.

*Algebra*. Three hours a week.

Texts: Milne's *Progressive Arithmetic*, Book III; Wentworth's *First Steps in Algebra*.

Class C. *Algebra*.—Elementary Algebra completed and High School Algebra begun.

Text: Wentworth's *New School Algebra*.

Three hours a week.

I. *High School Algebra* completed.—Brief review of C. Algebra; quadratic equations; surds; equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; imaginaries; fractional and negative exponents; ratio and proportion; ratio and variation; binominal theorem; problems using formulas found in Geometry.

Text: Wentworth's *New School Algebra*.

Three hours a week.

II. *Plane Geometry* completed.—The usual theorems and constructions of good text-books; the solution of numerous original exercises, including loci problems.

Text: Wentworth and Smith's *Geometry*.

Three hours a week.

III. *Solid Geometry* completed.—The usual theorems; numerous original exercises, including measurement of surface and solids.

Three hours a week.

*Trigonometry* completed. —A study of the properties of right and oblique triangles; trigonometric analysis; theory and use of logarithms.

Text: Wentworth and Smith's *Geometry*, Wells's *Plane Trigonometry*.

Three hours a week.

IV. *College Algebra*.—After a fuller treatment of ratio, proportion, variation, progressions, surds, imaginaries, quadratic equations, and binominal theorem, the class will take up permutations and combinations, undetermined coefficients, determinants and theory of equations.

Text: Fite's *College Algebra*.

(Elective.) Three hours a week.

V. *Analytical Geometry*.—The definitions, equations, and properties of the straight line, the circle, the parabola, the ellipse and the hyperbola.

Text: Tanner and Allen's *Analytical Geometry*.

(Elective.) Three hours a week

VI. *Arithmetic*.—This course, designed primarily for those who are preparing to teach, will give a complete review of Arithmetic. The adopted text-book for public schools will be used as a basis. This course will be given only in alternate years, unless there are a large number who desire to take it. It does not count toward a diploma.

(Elective.) Three hours a week, one half-year.

## RELIGIOUS EDUCATION

MISS WOMBLE

We realize that a young woman is not prepared to face the problems that will confront her in life with only a secular education, but that the spiritual side must also be developed; therefore in the study of the Bible we try to meet this need.

One course each year in biblical literature is required of all students in the College department, except the Seniors. The purpose of these courses is to give to the students the right conception and interpretation of the Scripture, in order for them to be able to determine moral and religious values.

I. *Bible Story Course*.—The purpose of this course is to familiarize the students with those Bible stories which show the development of Christian thought. The main characters of Hebrew history are studied to create an interest in Bible study and also prepare the students for a more detailed study of Hebrew religious, moral and political conditions.

(Required.) One hour a week.

II. *The Message of the Prophets of Israel to the Twentieth Century*.—The object of this course is to provide the student with a conception of the work of the leaders of Israel and show them the influence these leaders had upon the moral, religious, political, and social life of the Hebrews as a nation and as an individual. The life of the prophet is studied as it is revealed in his own prophecy, showing the connection between every-day life and the work God called him to do and relating their work with the present day. The vital importance of the study of the Old Testament, with its bearing on the preservation and development of Christianity is emphasized.

(Required.) Three hours a week.

III. A. *Life and Teachings of Jesus*.—A study of the earthly life of Jesus as it is recorded in the Gospels. Special emphasis is placed upon the teachings of Jesus in their bearing on the



political, social and moral and religious conditions of his own day and the application of these principles to the present day problems.

B. *Work and Teachings of the Apostles*.—Continuation of Course A showing the work of the Apostles in propagating the Gospel after the death of Christ. The life of Paul is given special attention, showing how he gave his life in service, both as a living example and as a writer.

(Required.) Three hours a week.

IV. In this course an effort is made to apply the principles of Education to the work of the Church. Two hours a week are given to a careful study of Barclay's book, *The Pupil, the Teacher, and the School*. The student is required to take the examination with the Teacher-training Department of the Sunday School. One hour each week the class meets for study of Church Methods. The various church activities are discussed and the opportunity for service presented. The intent is that the girl shall be a trained teacher and familiar with every phase of church work.

The class meets Miss Womble two hours a week and President Love one hour a week.

See Education VI.

## EDUCATION

MISS WOMBLE

PRESIDENT LOVE

SUPT. E. L. BEST

The purpose of the Department of Education is to familiarize the students, who expect to teach, with the principles of school management, subject presentation and child study to impart a knowledge of the methods of teaching and to create an appreciation of the value of the school to the development of humanity.

I. A. *Science of Human Nature*.—This course aims to help the student understand self, to find what causes human action and the causes, consequences and significance of the processes of the human mind.



B. *How to Study*.—In this course emphasis is placed on working up good aims for study and illustrating the factors of study in written work.

Open to Juniors and Seniors.

Three hours a week. *Miss Womble*.

II. A. *Fundamentals of Child Study*.—In this course the nature of the child is studied, showing that the subject-matter must develop and be given to the child in such a way as to minister to the needs and interests of the developing mind.

B. *Special Method in the Recitation*.—This course places emphasis on lesson plans and constructive criticism of work observed by the class.

Open only to those who have had Education I.

Three hours a week. *Miss Womble*.

III. A. *Method and Educational Psychology*.—Thorndyke's *Elements of Psychology*. This is a general course in psychology in which the laws and principles underlying mental processes are considered.

Open to Seniors. Three hours a week. *President Love*.

IV. Bagley's *School Management* and Bulletins from the State Department of Education. First half-year.

*Community Life and Civics*. Second half-year.

The purpose of this course is to study the various problems that will confront the teacher in the schoolroom and school community. Special emphasis is placed on questions of Discipline, School Management, School Law, the State Course of Study, and improving living conditions in the country. This course is made as practical as possible in order to meet the urgent needs of the schools of today.

Open to Juniors and Seniors.

Three hours a week. *Superintendent Best*.

V. *History of Education*.—This course deals with the present tendencies in education. The origin of these tendencies is studied and the development of the educational ideals showing how education in our country has been influenced by Greek and Roman culture. The leading economic, religious, social and political changes are considered with their bearing on elementary and secondary education, showing that education changes to meet the immediate needs of society.

Three hours a week. *President Love*.

VI. This appears under the Department of Religious Education as Bible IV.

## SCIENCE

### MISS HEMIUP

#### General Science

This course aims to give a broad knowledge and understanding of some of the fundamental problems of our environment.

Three hours a week.

#### Physics

This course is an attempt to present the fundamental principles of Physics. The subject is presented by lecture, recitation, and laboratory work.

Two recitation periods of one hour each and one laboratory period of two hours counts as a three-hours course.

#### Chemistry

I. The instruction is given by means of lectures, class work, and laboratory work. It is the purpose of the course to study the fundamental principles of Chemistry leading to a practical knowledge of the ordinary chemical reactions and the theories in explanation of chemical processes. The latter part of the year is given to simple methods of analysis.

Four hours a week, two hours of which are devoted to laboratory work.

II. *Household Chemistry*.—This course deals primarily with the analysis of foods and is given in connection with the Domestic Science Department.

### Biology

A. The course deals with a study of the lower forms of plants and animals with special emphasis on Bacteria, Yeast, and Molds.

B. A study of the human anatomy and physiology based on a careful study and dissection of the frog.

Four hours a week.

### MUSIC

MISS BOARD  
MISS SMITH  
MRS. LOVE  
MISS HALL  
MISS DODSON

The object of this department is to give a clear insight into the fundamental principles of music and to develop a thorough knowledge of the art, so that the student's ear will be cultivated for the very best musical literature.

Students wishing to make a specialty of music are required to take three hours English and History each, and one hour Bible per week or the equivalent in Academic work.

Certificates will be given to those who complete the Junior year work in Music, English (4 units), Modern Languages (1 unit), Algebra (1 unit), History (4 units), Elective (1 unit).

The diploma course requires fourteen units of literary work with the following distribution of subjects: English (5 units), History (4 units), Modern Language (2 units), Algebra (1 unit), Elective (1 unit).

Candidates for graduation in both the Literary and Music courses will be granted four and one-half hours credit on their theory work in Music toward diploma.

Monthly student recitals will be held. At stated intervals there will be public recitals, and all students in the School of Music must play at least once in each.

Students' recitals will be given frequently during the year, and in order to secure a Certificate or Diploma a public recital must be creditably rendered.

The time required to complete any of the following grades depends, of course, upon the age, talent, application, and previous training of the student.

## PIANOFORTE CURRICULUM

### Preparatory Course

Major and harmonic minor scales, hands separately through four octaves, major scales, legato, hands separately, two octaves, in quarter and eighth notes M. M. S.-80:

Major triads, solid and broken, hands separately. Kohler, *Easiest Studies for Piano*, Op. 151; Kohler, Op. 242; Kohler, Op. 50; Gurlitt, Op. 83; Oesten, Op. 61; Bach (Carroll Ed.), Book I.

Crosby, *Haunt of the Fairies*; Orth, *Moonlight Dance*; Kul-lak, *The Ghost in the Chimney*; Dutton, *Gipsy Dance*; Mrs. Virgil, *Valse Petite*.

Required: One hour daily practice.

### Freshman Year

Major and minor (harmonic) scales, legato, in quarter, eighth and triplet eighth notes, M. M. S.-100. Major chords, triad and four note forms, solid and broken.

Czerny-Liebling, Book I; Behrens, Op. 61, Books I and II; Heller, Op. 46.

Sonatinas by Clementi, Mozart, Haydn and Beethoven; Bertini, Op. 29; Hasert, Op. 50; Book I; Concone, Op. 24; Bach (Carroll Ed.), Book II; Crosby, *The Witching Time O'Night*; Beethoven, *Gertrude's Dream Waltz*; Moszkowski, *Tarantelle*; Grieg, *Elfin Dance*; Dutton, *Moonlight Boating Party*; Cadman, *Dance of the Midgets*; Heller, *L'Avalanche*; Tchaikowsky, *The Doll's Funeral*; Schumann, *The Soldier's March*.

Haydn. Adagio, Chopin—Preludes.

Required: Two hours daily practice.

### Sophomore Year

Major, minor (harmonic and melodic) and chromatic scales, legato, in quarter, eighth and sixteenth notes. M. M.=100. Staccato six quarter and eighth notes. M. M.=72.

Major, minor and dominant seventh chords, four note form, solid and broken.

Arpeggios formed on common chords in quarter and eighth notes. M. M.=72.

Required: The preparation of four studies and eight pieces.

Czerny, Op. 299; Behrens, Op. 61, Books III and IV; Bach, Two Part Inventions; Mozart, Beethoven and Haydn, Sonatas; Beethoven, Bagatelles; Hasert, Op. 50, Book II; Heller, Op. 45; Henselt, *Love Song*; Jensen, *Elfin Dance*; Concone, *Butterflies*; Godard, *Pensee*; Markel, *Butterfly*; Mendelssohn, *Songs Without Words*; Haydn, *Gipsy Rondo*; Grieg, Lyrical pieces. Schubert, Impromptus.

Required: Theory; two hours daily practice.

### Junior Year

Major, minor (harmonic and melodic) and chromatic scales, hands together, similar motion, in quarter, eighth and sixteenth notes, legato. M. M.=104. Staccato in quarter and eighth notes. M. M.=100; also major and harmonic minor scales in contrary motion. Major and minor in thirds, sixths and tenths. Major and minor chords, dominant seventh and diminished seventh chords, in four note form, solid and broken, hands together.

Arpeggios formed on major, minor and dominant seventh chords in quarter and eighth notes, hands together. M. M.=100.

Required: The preparation of four studies and eight pieces; one of which must be by Beethoven and one by Chopin.

Czerny, Op. 740; Kullak, Octave Studies; Bach, Three Part Inventions; Beethoven, Sonatas; Mendelssohn, Prælude; Chopin, Preludes; Chopin, Nocturnes; Godard, *En Route*; Schumann, *Whims*; Schubert, *Minuetto in B minor*; Grieg, *March of the Dwarfs*; Victor Herbert, *Badinage*; MacDowell, *Woodland Sketches*.

Required: Harmony I; History of Music II; three hours daily practice; preparing a recital program.

### Senior Year (Graduation)

Major, minor (harmonic and melodic) and chromatic scales, hands together, similar and contrary motion; also major and minor scales in thirds, sixths and tenths, in quarter, eighth and sixteenth notes. M. M.=112.

Staccato in quarter and eighth notes. M. M.=112.

Major and harmonic minor scales in double thirds and sixths in quarter and eighth notes. M. M.=72.

Major, minor, dominant seventh and diminished seventh chords, four note form, solid and broken.

Arpeggios formed on major and minor chords, dominant seventh and diminished seventh chords, in quarter, eighth and sixteenth notes. M. M.=80.

Required: The preparation of four studies and eight pieces, one of which must be by Bach, one by Beethoven and one by Chopin.

Czerny, Op. 740; Kullak, Octave Studies; Moscheles, Op. 70; Bach, Preludes and Fugues; Bach, French Suites; Beethoven, Sonatas; Godard, *Jugglery*; Liszt, *Gondoliera*; Bendel, *Scenes in Switzerland*; MacDowell, *Shadow Dance*; Liszt, *Libestraum*; Mendelssohn, *Rondo Capriccioso*; Chopin, *Polonaise, A flat*; Rachmaninoff, *Polichinelle*; MacDowell, *Fireside Tales*.

Required: Harmony II; three hours daily practice; preparing a recital program.



**HARMONY**

MISS BOARD

**Harmony I and II**

This course treats of the different chords in their natural relations and combinations. The subject includes triads, seventh and ninth chords with their inversions; ear training; harmonizing melodies; construction of original melodies; augmented chords; suspensions; passing notes; modulation; organ point; analysis of any given musical composition according to its structure in rhythm, chords and melody.

Required for Certificate: Two hours a week throughout one year.

Required for Diploma: Two hours a week throughout two years.

Text-book: *Harmony*, Part I. G. W. Anger, Part II, G. W. Anger.

**THEORY**

MISS SMITH

I. This course is a thorough study of the elements of Music, including notation, scales, intervals, triads, terminology, phrasing and embellishments. Acoustics and the orchestra are briefly treated in second term.

Text-book: Cumming's *Rudiments of Music*.

One hour a week throughout the year will be required of all candidates for a certificate or diploma.

**HISTORY OF MUSIC**

MISS BOARD

I. This is a literary course which does not require special technical skill. It includes a general history of music; ancient music; music of early Christian age; development of polyphonic music; development of forms, sacred and secular. The second term deals especially with the great masters of music.

Text-book: *Outlines of Music History*, Hamilton.

Two hours a week required of candidates for a certificate.



II. This course is an illustrated course making a biographical and critical study of the significance to music of some of the greatest composers. The second term emphasizes the development of Opera, studying some of the characteristic Italian, French and German operas, with illustrations on victrola. Stress is also placed upon current music history, a general knowledge of concert pianists, opera singers, etc., of the present day.

Two hours a week required of candidates for a certificate or diploma.

### VOICE

MISS DODSON

Voice culture is one of the special features of the College, and instruction is given both by private lessons and in limited classes. The director of this department will gladly test all voices when desired, and frankly state the capabilities of each. It may be stated that even a majority of those who have previously evinced no vocal talent may become very pleasing singers after studying with the best instruction—a result, however, which ordinary instruction does not produce in a majority of even the most talented. Voice culture not only trains to sing, but it gives the whole body poise; makes the speaking voice clear and resonant, aids enunciation; and tends to give the student self-confidence and ease in manners.

Careful attention is paid to the proper placing of the voice, correct use of the breath, attack, legato, phrasing and pronunciation; and much time is given to teaching of expression and interpretation and proper appreciation of the best works of the old masters and modern song writers. Original exercises for development of breath control, resonance and relaxation are given. All effort is concentrated on the real development of the voice, by such judicious selections as are adapted to individual needs.

Special diplomas will be conferred upon those students whose progress and attainment in the art are satisfactory, and who have completed the academic course required for piano grad-

uates, as well as the courses in Theory, Harmony, and History of Music, four years of voice lessons being substituted for the required units of piano playing.

The Certificate course requires the same work as the Piano Certificate, substituting three years of voice for the units of piano.

In addition to private lessons in voice, each student in this department is expected to become a member of the Glee Club, which meets once each week under the direction of the voice teacher to practice choral work.

I. Lessons in Breathing and Tone Building; Development of Registers; Exercises of Root, Behnke, Vaccai, Siever; easy songs of modern and classic writers.

II. Exercises from Marchesi, Lutgen, Concone; songs of more difficulty from classic composers and such American writers as Speaks, Whelpley, Cadman, etc.

III. Exercises from Panofka, Panseron; selections from Oratorios and Operas by Handel, Wagner, Verdi, Gounod, and others. Special attention given to interpretation and memorizing.

## ART

### MISS COPENHEAVER

The object of the Art Department is to give thorough instruction in Drawing and Painting. Every effort is made to educate, rather than merely to make pictures.

It is earnestly desired that all pupils take the regular course, but a course has been arranged for those who wish to take work as a means of general culture and pleasure.

Souvenirs for holidays and college entertainments are designed and executed by the class.

Finished work will be under the control of the instructor until the close of the academic year, when it will be exhibited.

Candidates for diplomas must offer fourteen units of academic work, which must include six units of English, five of History, one of Mathematics, and two Electives.

The regular course in the School of Art will cover four years, but a student is not held back until the end of the year if her work warrants promotion beforehand.

I. Freehand drawing in charcoal from single and groups of geometrical solids; simple studies from still-life and nature; flat washes in water-color; elementary study of perspective and of design.

II. Cast parts of face, hands, feet, and masks; more advanced still-life groups; painting in oil and water-color; original designing; outdoor sketching; perspective; composition.

III. Cast drawing; life drawing; painting in oil, water-color, and pastel from still-life and nature; illustration and composition; History of Art; parallel reading.

IV. Thorough review in drawing; painting in oil, water-color, and pastel from life, nature, and still-life; original compositions; outdoor sketching; History of Art; parallel reading. Special courses are given in china and tapestry painting.

We advise those who are preparing themselves for public school work to take the Prang Course in Drawing.

## EXPRESSION

MISS HENNINGER

In the study of Expression the aim is to directly stimulate the mental activity; to help to a realization of the creative powers of thinking and feeling; to lead to an appreciation of the best in literature and its portrayal; to train the natural languages of voice and body. The student's best ideals are stimulated and there is development of the special powers and possibilities. Nothing in all our work so quickly gives ease, poise, and sympathy with others, and banishes affectation, self-consciousness and stiffness. Particular attention is given to tracing faults of speech to their causes and an elimination of these by proper training.

I. Study and interpretation of lyrics and narratives; voice training; elementary principles of pantomime; life studies; conversation; recitation.

Text: *Lessons in Vocal Expression*, S. S. Curry.

II. Interpretation of lyrics, narratives, and scenes from standard drama; continued training of the voice for support and freedom, and ease and clearness in enunciation and articulation; selection and arrangement of short stories for public reading; extemporaneous speaking; further study of pantomime through studies in impersonation.

Text: *Imagination and Dramatic Instinct*, S. S. Curry.

III. Advanced study of the principles of vocal and pantomimic expression; Bible reading; study of dialect, dramatic narrative; impersonation; presentation of scenes from standard drama; paper on the history of the study of Expression.

Texts: *The Province of Expression*, S. S. Curry; *Vocal and Literary Interpretation of the Bible*, S. S. Curry.

IV. Advanced study of platform art, impersonation, storytelling, pantomime; interpretation of lyric, epic and dramatic literature; written analysis of conversational form; original arrangement of a novel or play and public presentation of same.

Text: *Browning and the Dramatic Monologue*, S. S. Curry.

#### Post Graduate

Methods of teaching expression and training voice and body; other work according to individual needs.

Text: *Mind and Voice*, S. S. Curry.

#### General Information

A preparatory course in Expression is given to students who upon entering College are classified in the College Preparatory Department, as it is not usually practicable for them to undertake to do the regular work of the Freshman year in Expression as outlined in the prescribed course of study.

Once a week all students of the Department of Expression

meet for class work. In this way each girl reaps the benefit of work together and gets inspiration from what others are attempting. It also affords opportunity for study of one-act plays and acting of scenes from standard drama. Each student is required to appear on recital at least once during the year.

For graduation in Expression the student must complete the course outlined in an efficient manner and must give a satisfactory public recital. Also fourteen units of academic work are required as follows: English (6 units), History (4 units), Electives (4 units).

For certificate in Expression the requirements are: Completion of the regular course in Expression through Course III; a satisfactory public recital; ten units of academic work.

Required units: English (6), History (3), Electives (1).

### Reading and General Culture Class

This class is open to all students at a nominal fee. (See terms and expenses.) Its purpose is to train the student to interpret and read aloud intelligently the printed page, to emphasize accuracy of enunciation and articulation, to develop a pleasant voice and graceful bearing, to overcome timidity and self-consciousness, and to stimulate an appreciation of the best in literature and life.

Text: *Classics for Vocal Expression*, S. S. Curry.

## HOME ECONOMICS

### MISS HEMIUP

#### Home Economics I

The aim of this department is to train young women in the profession of Home-making, that they may meet more intelligently the demands made upon them in the home. It also offers preparatory training for teachers and dietitians.

The Diploma course, requires in addition to the regular Science course, that the student complete Course IV in English, Course II in French, Course II in Mathematics, Course III in History, and two courses in Education.

I. *Elementary Cooking*.—This course includes the preparation, combining, cooking and serving of common food materials. Attention is also given to the care of food in the home, selection and care of kitchen utensils and furnishings.

Four laboratory hours each week.

II. *Household Management*.—This course deals with the scientific management of the home. Attention is given to the buying of goods, care of furniture, rugs, windows, floors, stoves, sewerage, most convenient management of work.

Two lecture hours each week.

III. *Home Planning and Interior Decoration*.—Environment, plan and decoration are considered. Special attention is given to the arrangement of rooms, harmony with the house as a unit, cost.

One lecture hour each week.

### Home Economics II

I. *Advanced Work in Cooking and Serving*.—This course deals with the cooking, planning, and serving of meals.

Four laboratory hours each week.

II. *Home Nursing*.—Attention is given to the making of beds, giving baths to the sick, taking of pulse, respiration, temperature; study of most common diseases, contagion; care of sick-rooms.

One lecture hour each week for Spring Term.

III. *Nutrition*.—This course includes classification of foods; processes of digestion, absorption and assimilation.

Three lecture hours each week.

IV. *Household Chemistry*.—This course applies to the analysis of food, and sanitation. For this course three hours credit will be given toward a diploma.

This course is given in the Department of Home Science as Chemistry I.



### Home Economics III

I. *Senior Cookery*.—Fancy and invalid cookery, and demonstration work are given.

Four laboratory hours each week.

II. *Laundry Work*.—This course deals with the washing and ironing of clothes, making of soap, removing of stains, dyeing, planning and arrangement of laundry.

Two laboratory hours each week.

III. *Dietetics*.—This course includes the chemistry of digestion, absorption, assimilation; nutritive properties of protein, fats, carbohydrates and ash; the study of the requirements of the individual in health, sickness, youth and age. For this course three hours credit will be given toward a diploma.

Three lecture periods each week.

IV. *Household Chemistry*. Prerequisite—Chemistry I. Study of organic chemistry with emphasis on study of foods, fuels, methods of cleaning, etc.

Three hours a week.

### Practical Cookery

Practical work in cooking and serving. Each class is required to cook and serve one dinner.

One laboratory period each week.

### Domestic Art

I. Sewing, darning, mending, plain sewing, cutting and fitting of undergarments and plain cotton dress.

II. *Dressmaking*.—Cotton dresses, cloth skirt and dress, afternoon dress, evening dress, and principles of tailoring.



**SCHOOL OF BUSINESS**

MISS UNDERWOOD

**Stenography**

A good, ordinary education is a necessary foundation for the study of Stenography; therefore, we do not advise students below the Freshman Class to undertake this course.

Students are drilled in writing business letters and miscellaneous matter, and when they have attained a speed of 85 words per minute, with the ability to read and transcribe notes correctly, they will be granted a certificate.

The Pernin System of Shorthand is used.

Four hours a week.

**Typewriting**

The Remington Typewriter is used. Students are drilled in accuracy and neatness, as well as speed. The Touch System is used.

**Bookkeeping**

In this course the student learns the principles of bookkeeping and office work by recording in books similar to those used in various business houses, transactions identical with the business world.

**PHYSICAL TRAINING**

MISS HENNINGER

Modern education recognizes the necessity of physical fitness of the individual to meet the requirements of life. The habit of "keeping fit" cannot be formed too early, or to be too strongly instilled.

The average girl who enters college is generally below normal in strength and muscular control. The majority have some physical deformities, such as round shoulders, drooping head, etc. In only a few may be seen the ease and grace of movement, combined with vigor, that is the result of training for muscular and nervous coördination.

The effects which the department of physical training seeks to obtain by the prescribed courses are: (1) Health, through organic strength and control, (2) correction of physical (drooping head, round shoulders, spinal curvature) and physiological (circulation, respiration, etc.) defects, (3) training of the individual to act as a social unit through the medium of group drills and exercises, (4) poise of body and grace of movement through muscular and nervous control, (5) relaxation and recreation from mental pursuits.

Each girl on entering college is given a careful medical examination by the college physician, and general facts concerning her health and hereditary tendencies are solicited.

The work in physical training is divided into three courses.

1. *Swedish Gymnastics*.—Comprising exercises that are systematic and progressive. Given twice a week, beginning the second week in October and lasting through two weeks in April. Each girl is required to take this course unless excused by physician.

2. *Games*.—Gymnastic games, such as corner ball, tag games, races, centerball, relay races, and folk games.

3. *Outdoor Sports*.—Tennis, basketball, and baseball. Inter-class games are held annually because an opportunity to represent a class in athletic games is of social and moral value. This course is open to every girl in college and all are encouraged to take part. All sports and games are carefully supervised.

All students are required to take some exercise in the open air every day weather permits—either games or walking—except on the days they have Course I.

*Gymnasium Suits*.—All students are required to have a pair of black gymnasium bloomers and gymnasium or tennis shoes. Students are requested to have their bloomers made here to secure uniformity.

#### SUB-COLLEGIATE DEPARTMENT

Realizing the impossibility to secure the best high school training, in many cases, Louisburg College offers to girls in North Carolina a complete high school course. The faculty here

is the same as in the Collegiate Department and every advantage of the College is at their disposal. Upon completion of this work a certificate is given at the request of the pupil.

The course of study is given in the various departments.

### PREPARATORY DEPARTMENT

The constant plea on the part of parents for a school offering the best advantage under conditions where the girl is carefully treated has led to the inauguration of a preparatory department in which primary and intermediate work is attempted. These classes are under the direction of the Department of Education and every effort is made to secure the best possible results with the individual girl.

The course of study includes Reading, Spelling, Writing, Arithmetic, Geography, English, History, Nature Study and Drawing.

### LIBRARY

The library contains more than one thousand volumes selected for school purposes and general educational value. This is open to the students and work is assigned for the purpose of developing a wider interest in the best literature, and knowledge in research work. Nearly one thousand volumes in private libraries in the college buildings are at the disposal of the students. A policy of constant enlargement of the library is pursued. It is a government depository and in this way many valuable volumes are added each year.

### Reading Room

The reading room is a large, airy room, comfortably furnished and is open all day. Here the girls find the leading state and national papers and the periodicals of the church. A large number of the best magazines are on the tables. This list is constantly being revised with a view to the best literature and the sanest presentation of current problems.

## TERMS AND EXPENSES

The school year is divided into two terms. Charges per term:

Board, including room, fuel, lights, and service-----	\$105.00
Board, two in room in M. S. Davis Memorial Building_	110.00
English Tuition, with Languages -----	30.00
Medical Fee -----	3.00
Marticulation Fee -----	2.00
Laundry, \$9.00 or more, according to pieces.	

## Special Studies

Music—Piano, Organ, Violin -----	\$ 30.00
Music with Director of School of Music -----	35.00
Harmony or Theory -----	7.50
History of Music -----	7.50
Use of piano, an hour a day -----	2.50
Each additional hour -----	2.00
Voice Instruction -----	30.00
Art -----	30.00
China Painting -----	25.00
Art History -----	5.00
Expression—Special Lessons -----	30.00
Expression—Class Lessons -----	25.00
Stenography -----	15.00
Typewriting -----	5.00
Use of typewriter -----	2.50
Bookkeeping -----	15.00
Domestic Science -----	30.00
Material used -----	4.00
Domestic Art -----	10.00

Special studies are allowed only with the permission of parents and guardians. When begun, however, they must not be discontinued without payment till the close of the quarter.

## Fees

In addition to the above fixed charges there is a charge of \$2 as laboratory fee for students in Chemistry and Physics, \$3 in Biology, and a charge of \$5 diploma fee at graduation.

The charges of the College have been put as low as it is possible to make it self-sustaining. When a student enters, arrangements are made for her to remain till the close of the term. If any reduction is made on account of absence or any other cause, it entails a corresponding loss on the College. Hence the decision to make no reduction in tuition, except for protracted illness. No reductions will be made for holidays.

The medical fee covers the charges for the services of the nurse and physician whenever needed, and for all common medicines dispensed from the Infirmary, but does not include special prescriptions. Our physician will endeavor not only to prevent sickness, but to keep all pupils in the best possible physical condition.

We prefer that students should select their own rooms, and we try to hold them for those who speak first. As much confusion has been caused by girls speaking for rooms and not coming to occupy them, we have decided to adopt the following plan: We will register the requests for rooms as they are made, and upon payment of five dollars (\$5) will hold the room until school begins, or longer, if necessary. This amount will be credited on account for the first term. Should the application be withdrawn by August 25th the fee will be refunded.

Our terms are cash in advance at the beginning of each term, except when special arrangements otherwise are made with the Secretary.

No reduction will be made for absence of less than two weeks at the beginning of session. After entrance, students will be charged for the remainder of the term, and no reduction will be made for absence, except on account of protracted sickness.

Daughters of ministers engaged in their regular work will be given free tuition in English.

We think it best that students be limited in pocket money. The College should not be held responsible for personal extravagance.

The College will not be responsible for money or valuables left carelessly lying around. They should be deposited with the Secretary.

### LOANS AND SCHOLARSHIPS

The D. E. McKinne Loan Fund of \$1,500 was established by Mrs. Edgar L. Hart, of Wilmington, in memory of her father, Mr. D. E. McKinne, of Princeton.

The Wesleyan Loan Fund, amounting to \$100, was tendered the College by the Wesleyan Bible Class, a class of young men. This fund is an annual loan, and applicants for it will be required to give security and comply with certain regulations.



## Student Organizations

In order that the students of Louisburg College may have an opportunity for a larger development in learning the social qualities of self-control, and individual responsibility to the community, the President and faculty extended to them during the years 1918-19 self-government in their dormitory life. For this purpose the Student Organization came into being. Through this organization the students regulate and control all matters relating to dormitory life.

The President of the College, the Dean, and two members of the faculty act as an advisory board and assist the students, when called upon, in regulating any matter found to be unusually difficult of adjustment. The Dean watches over the general welfare of the students, stimulating them to higher ideals of conduct and gentler manners, and gives advice when needed. The Dean regulates all off-campus permissions.

A copy of the Constitution of the Student Organization, with its rules and regulations, will be sent upon request.

### OFFICERS

President.....	ETHEL WINSTEAD
Vice-President.....	ALLENE COOKE
Secretary.....	MARY C. KNIGHT
Treasurer.....	JANIE BOLTON

### LITERARY SOCIETIES

Two literary societies, the Sea Gift Literary Society and the Neithean Literary Society, are maintained and directed by the students. In the management of these societies an opportunity is afforded for the development of literary taste, powers of leadership, and knowledge and use of parliamentary law. Meetings are held twice a month and programs rendered. During the past year the line of study adopted by the Sea Gift Literary Society was *Southern Writers*, and that by the Neithean Literary Society, *Our Allies*.

At the invitation of these societies lectures of literary, scientific, historical, and religious interest are given.



## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is an important organization in the religious and spiritual development of the students of the institution. The main object of the Association is to help each one to feel a personal interest in work for Christ, the responsibility of the opportunity for service open to them and to train young women for Christian leadership, yet the social side of life is not neglected. The work of the organization is managed by the students assisted by an advisory committee consisting of faculty members.

Services, conducted by students or members of the faculty and under the direction of the Association, are held on Sunday evening in the College Chapel. Voluntary Mission Study Classes, led by students interested in this phase of life, give vigor and enthusiasm to the Missionary division of the organization.

Delegates are sent each year to the Student Conference of the Young Women's Christian Association, at Blue Ridge, North Carolina.

## OFFICERS

President.....	MUSA EURE
Vice-President.....	ETHEL WINSTEAD
Secretary.....	DAISY STEPHENS
Treasurer.....	OMA B. LEWIS

## College Publications

*The Collegian* is published quarterly by the Literary Societies. Its purpose is twofold: to encourage students to write, and to keep the College before the public. The fact that the magazine has always been self-sustaining is a challenge to the executive ability of the editors, and a stimulus to the contributors to supply its columns with matter its readers will consider worth while.

## COMMENCEMENT PROGRAM

1919

Saturday, May 17—Class Day Exercises.

Sunday, May 19—11 a. m.—Baccalaureate Sermon, Rev. A. S. Barnes.

8:30 p. m.—Sermon before Y. W. C. A., Rev. A. S. Barnes.

Monday, May 20—11 a. m.—Graduating Exercises—Annual Address,  
Prof. S. B. Underwood.

## Marshals

*Chief*—Musa Eure*Assistants*—Mary C. Knight, Gladys Felton, Bessie Massey,  
Jessie Massey

## COLLEGE DIPLOMA

MARY BROWN

CYNTHIA DEFORD

EULA RAY GRIFFIN

VIRGINIA JOYNER

JANIE LASSITER

LEAH LOVE

SARAH NEWBERNE

ANNIE NEWMAN

EMILY WOOD PARKER

LILLIAN SPENCER

ROSA WADELLE

MARY WINSTEAD

## Piano Diploma

LELIA SMITH

## Domestic Science Diploma

SARAH NEWBERNE

## Special Student

ALDA HOWARD

## Business Diploma

LIDA LAMB

# Register of Students

1917-1920

## SENIOR CLASS

BEASLEY, EDNA	Franklin County, N. C.
COOKE, ALLENE	Halifax County, N. C.
DIXON, BESSIE GRAY	Wilson County, N. C.
EURE, MUSA FINCH	Northampton County, N. C.
FULLER, PEARLE	Wake County, N. C.
LILES, MAMIE	Halifax County, N. C.
WINSTEAD, ETHEL	Person County, N. C.

## JUNIOR CLASS

BARROW, FRANCES	Franklin County, N. C.
BOLTON, LOTTIE	Northampton County, N. C.
CAVINESS, ADA	Craven County, N. C.
DEAN, LOUISE	Franklin County, N. C.
EDMUND, LULA	Columbus County, N. C.
FELTON, GLADYS	Perquimans County, N. C.
GAY, ANNIE BELLE	Northampton County, N. C.
GAY, MINNIE	Nash County, N. C.
HESTER, BLANCHE	Person County, N. C.
JORDAN, LEOTA	Cumberland County, N. C.
JENKINS, MARY	Franklin County, N. C.
KNIGHT, MARY CLAY	Chatham County, N. C.
LASSITER, EVA	Northampton County, N. C.
MORTON, ELIZABETH	Franklin County, N. C.
NEAL, FANNY	Franklin County, N. C.
PARKER, CLORENE	Northampton County, N. C.
PAYLOR, MARY	Person County, N. C.
STEPHENS, DAISY W.	Person County, N. C.
SHERROD, ELLA NEAL	Franklin County, N. C.
SMITH, GERALDINE	Franklin County, N. C.
STANFIELD, MARY ELIZABETH	Columbus County, N. C.
VICK, ALLENE	Halifax County, N. C.
WINSTEAD, BLANCHE	Person County, N. C.
WILSON, ADELE	Franklin County, N. C.

## SOPHOMORE CLASS

ASHLEY, MAUDE	Wake County, N. C.
BARROW, GLADYS	Greene County, N. C.
BENTON, MARY SUSIE	Gates County, N. C.
BOLTON, JANIE	Northampton County, N. C.

CLARKE, ELSIE	-----	Anson County, N. C.
CREDLE, ELLIS	-----	Hyde County, N. C.
FREEMAN, AGNES	-----	Carteret County, N. C.
GREEN, CLARA	-----	Franklin County, N. C.
GRIFFIN, VIVIAN	-----	Edgecombe County, N. C.
GUPTON, PEARLE	-----	Franklin County, N. C.
HARDY, LOSSIE BELLE	-----	Greene County, N. C.
HERRING, MARGARET	-----	Wayne County, N. C.
HIGH, EDNA	-----	Nash County, N. C.
HOLDEN, LUCILLE	-----	Johnston County, N. C.
HOLDEN, BETTIE	-----	Franklin County, N. C.
JOHNSON, ELLEN MAE	-----	Pender County, N. C.
KNIGHT, LUCY	-----	Edgecombe County, N. C.
LEDBETTER, FRANCES	-----	Johnston County, N. C.
LEWIS, OMA BLISS	-----	Currituck County, N. C.
LILES, MAE	-----	Halifax County, N. C.
MANNING, ELIZABETH	-----	Franklin County, N. C.
MAYES, ANNIE ELOISE	-----	Granville County, N. C.
MORGAN, MARGARET	-----	Gates County, N. C.
NEWBERNE, NELLIE	-----	Currituck County, N. C.
NEAL, PEARL	-----	Wilson County, N. C.
PITTS, ERMA	-----	Halifax County, N. C.
PLEASANTS, WILLIE	-----	Virginia
POPE, CLARA	-----	Harnett County, N. C.
RIGGAN, VIRGINIA	-----	Halifax County, N. C.
SCULL, ALMA	-----	Warren County, N. C.
TAYLOR, IRENE	-----	Franklin County, N. C.
TAYLOR, LUCY	-----	Granville County, N. C.
TOWE, SARA	-----	Halifax County, N. C.

## FRESHMAN CLASS

ALLEN, JULIA WYCHE	-----	Anson County, N. C.
BARROW, MARY	-----	Greene County, N. C.
BERRY, GRACE	-----	Hyde County, N. C.
BRITTON, RUTH	-----	Northampton County, N. C.
BROOKS, LUCILLE	-----	Beaufort County, N. C.
CLONTZ, BLAKE	-----	Union County, N. C.
DEMENT, VENIE	-----	Franklin County, N. C.
FULLER, JOSEPHINE	-----	Franklin County, N. C.
GRANT, ELLA MCGEE	-----	Halifax County, N. C.
GUPTON, IRENE	-----	Franklin County, N. C.
HARDISON, GLANDORA	-----	Beaufort County, N. C.
HASKINS, ANNIE	-----	Pamlico County, N. C.

HESTER, PAULINE -----	Person County, N. C.
JACKSON, MARY COLON-----	Washington County, N. C.
McKINNE, DORCAS -----	Franklin County, N. C.
MARTIN, BLANCHE -----	Columbus County, N. C.
MAYE, ALICE SHAW-----	Franklin County, N. C.
MOORE, IVEY WOMBLE-----	Rockingham County, N. C.
PROCTOR, MATTIE -----	Nash County, N. C.
PELTZ, GENEVIEVE -----	Maryland
PITTMAN, OLIVE -----	Onslow County, N. C.
SCARBOROUGH, MARY GRAY-----	Dare County, N. C.
SMITHWICK, FRANCES -----	Franklin County, N. C.
WINSTEAD, OLIVE -----	Beaufort County, N. C.
WINSTEAD, RHODA -----	Beaufort County, N. C.
WIGGS, OCTAVIA -----	Wake County, N. C.

## SUB-FRESHMAN CLASS

BANDY, JOSEPHINE -----	Johnston County, N. C.
BAUM, RENA -----	Dare County, N. C.
BEST, CLARA -----	Wayne County, N. C.
BROOKS, ELOISE -----	Beaufort County, N. C.
BURWELL, NANNIE -----	Granville County, N. C.
CAHOON, TRACIE -----	Dare County, N. C.
DICKERSON, NAN IRENE-----	Franklin County, N. C.
DOWTIN, MARY LOU-----	Wake County, N. C.
DUKE, MARGARET -----	Edgecombe County, N. C.
EDWARDS, AILEEN -----	Franklin County, N. C.
EDMUNDSON, SARAH -----	Wayne County, N. C.
FULLER, LILLIAN -----	Franklin County, N. C.
GRAY, MARION -----	Dare County, N. C.
GRIFFIN, VIRGINIA -----	Edgecombe County, N. C.
GUFFY, EDITH -----	Cabarrus County, N. C.
GUFFY, LOIS -----	Cabarrus County, N. C.
HARRIS, ALICE -----	Franklin County, N. C.
HOOPER, BLANCHE -----	Dare County, N. C.
HOOPER, KANSAS -----	Dare County, N. C.
KEATON, SELMA -----	Dare County, N. C.
LEWIS, OLA DALE-----	Currituck County, N. C.
MILLER, LILLIE -----	Dare County, N. C.
MILLER, ELIZA -----	Dare County, N. C.
MILLER, CELIA -----	Dare County, N. C.
MILLER, SYBIL -----	Dare County, N. C.
MILLER, ESTHER -----	Dare County, N. C.
MINSHEW, EMILY LOUISE-----	Wayne County, N. C.

MORRISSETTE, GOLDIE	Granville County, N. C.
MURPHY, ANNIE LAURA	Franklin County, N. C.
NEAL, ANNIE	Franklin County, N. C.
OGBURNE, ILLA MAE	Franklin County, N. C.
ORMOND, MARGARET	Wayne County, N. C.
PALMER, NELL A.	Perquimans County, N. C.
PARKER, HATTIE MAE	Northampton County, N. C.
PUGH, DIXIE	Dare County, N. C.
REVELL, SADIE	Johnston County, N. C.
RESPESS, ANNIE MAE	Beaufort County, N. C.
SANDERLIN, GOLDIE	Pasquotank County, N. C.
SATTERFIELD, SALLIE	Pitt County, N. C.
SHERROD, EDITH	Franklin County, N. C.
SMITH, HENRIETTA	Wilson County, N. C.
TAYLOR, LOUISE	Franklin County, N. C.
TAYLOR, PAULINE	Wayne County, N. C.
TIMBERLAKE, ELIZABETH	Franklin County, N. C.
TYSON, ADDIE ELLEN	Pitt County, N. C.
WALKER, MARGARET	West Virginia
WESTBROOK, ESTELE	Duplin County, N. C.
WILLIAMS, FLOSSIE	Dare County, N. C.
WOODY, FANNIE BELLE	Person County, N. C.
WOOLARD, HELEN	Pitt County, N. C.
YARBOROUGH, ELEANOR	Franklin County, N. C.

## SPECIAL CLASS

COOPER, BEULAH	Franklin County, N. C.
OGBURNE, MAGGIE	Franklin County, N. C.
WILLIAMS, TEMPIE	Franklin County, N. C.
SMITH, MARY	Franklin County, N. C.
TURNER, BEATRICE	Franklin County, N. C.
YARBOROUGH, MRS. O. Y.	Franklin County, N. C.

## Piano

Allen, Julia Wyche  
 Ashley, Maude  
 Baum, Rena  
 Bandy, Josephine  
 Barrow, Mary  
 Bolton, Janie  
 Best, Clara  
 Britton, Ruth  
 Brooks, Eloise

Berry, Grace  
 Clarke, Elsie  
 Cahoon, Tracie  
 Clontz, Blake  
 Duke, Margaret  
 Edmundson, Sara  
 Fuller, Josephine  
 Guffy, Edith  
 Guffy, Lois

Griffin, Virginia	Newberne, Nellie
Gray, Marion	Ogburne, Maggie
Grant, Ella McGee	Parker, Clorene
Green, Clara	Parrish, Lola
Gupton, Irene	Pleasants, Willie
Haskins, Annie	Pope, Clara
Holden, Bettie	Proctor, Mattie
Holden, Lucille	Scull, Alma
Hardison, Glandora	Smith, Henrietta
Hooper, Blanche	Smith, Geraldine
Hooper, Kansas	Smith, Mary
Herring, Margaret	Scarborough, Mary
Jackson, Mary Colon	Stephens, Daisy
Jordan, Leota	Taylor, Louise
Keaton, Selma	Taylor, Irene
Lewis, Oma Bliss	Taylor, Pauline
Manning, Elizabeth	Timberlake, Elizabeth
McKinne, Dorcas	Towe, Sara
Miller, Sybil	Winstead, Olive
Miller, Lillie	Winstead, Blanche
Morgan, Margaret	Winstead, Rhoda
Morrisette, Goldie	Woody, Fannie Belle
Miller, Celia	Woolard, Helen
Miller, Eliza	Wilson, Adele
Martin, Blanche	Williams, Tempie
Mayes, Eloise	Williams, Flossie
Neal, Fanny	Yarborough, Eleanor
Neal, Annie	

### Harmony

Lewis, Oma Bliss	Stephens, Daisy
Parker, Clorene	Neal, Fannie

### History of Music

Berry, Grace	Stephens, Daisy
Herring, Margaret	Taylor, Irene

### Theory

Barrow, Mary	Martin, Blanche
Clarke, Elsie	Pope, Clara
Clontz, Blake	Proctor, Mattie
Edmundson, Sara	Paylor, Mary
Hardison, Glendora	Parker, Clorene
Herring, Margaret	Taylor, Irene



**Voice**

Ashley, Maude  
Bandy, Josephine  
Bolton, Janie  
Best, Clara  
Britton, Ruth  
Brooks, Lucille  
Clarke, Elsie  
Clontz, Blake  
Cahoon, Tracie  
Edmund, Lula  
Grant, Ella McGee  
Holden, Bettie

Keaton, Selma  
McKinne, Dorcas  
Miller, Celia  
Ormond, Margaret  
Pope, Clara  
Peltz, Genevieve  
Paylor, Mary  
Pitts, Erma  
Parrish, Lola  
Scull, Alma  
Winstead, Ethel  
Yarboro, Mrs. O. Y.

**Expression**

Ashley, Maude  
Gay, Annie Belle  
Guffy, Lois  
Holden, Lucille  
Ledbetter, Frances  
Parker, Hattie Mae  
Pugh, Dixie  
Smithwick, Frances

Sherrod, Ella  
Scull, Alma  
Taylor, Louise  
Taylor, Irene  
Winstead, Rhoda  
Williams, Tempie  
Yarborough, Eleanor

**Business**

Freeman, Agnes  
Gray, Marion  
Liles, Mamie  
Miller, Eliza  
Miller, Lillie  
Miller, Esther

Neal, Pearl  
Palmer, Nell  
Riggan, Virginia  
Sanderlin, Goldie  
Turner, Beatrice  
Vick, Allene

**Domestic Science**

Barrow, Gladys  
Burwell, Nannie  
Gay, Minnie  
Haskins, Annie

Miller, Eliza  
Newberne, Nellie  
Paylor, Mary  
Winstead, Olive

## Domestic Art

Barrow, Gladys	Morrisette, Goldie
Burwell, Nannie	Miller, Eliza
Freeman, Agnes	Paylor, Mary
Guffy, Edith	Tyson, Addie Ellen
Haskins, Annie	Towe, Sara
Keaton, Selma	Winstead, Olive
Knight, Lucy	Winstead, Ethel
Lewis, Ola Dale	Woolard, Helen

## Art

Bandy, Josephine	Neal, Pearl
Barrow, Mary	Ormond, Margaret
Best, Clara	Parker, Hattie Mae
Brooks, Lucille	Pope, Clara
Credle, Ellis	Proctor, Mattie
Edmundson, Sarah	Respass, Annie Mae
Edmund, Lula	Revell, Sadie
Freeman, Agnes	Smithwick, Frances
Guffy, Edith	Taylor, Lucy
Guffy, Lois	Towe, Sara
Hester, Blanche	Westbrook, Estelle
McKinne, Dorcas	Winstead, Rhoda
Murphy, Annie Laura	Cooper, Beulah

## Alumnæ Association

In 1896 an Alumnæ Association was formed for the purpose of sustaining the relationship between the graduates and their Alma Mater. The membership now includes some of the most prominent and influential women in the State.

The Annual Alumnæ Banquet is among the notable features of Commencement week.

The officers are as follows: President, Mrs. R. H. Yarborough, Raleigh; Corresponding Secretary and Treasurer, Miss Edna Watkins; Recording Secretary, Mrs. J. L. Palmer.

### ALUMNÆ ROLL

(Class 1853)

\*Mittie C. Pleasants-----Petersburg, Va.  
Mrs. M. S. Davis (Louisa Hill)-----Louisburg, N. C.

(1854)

Mrs. A. S. Joyner (Eliza Green)-----Franklinton, N. C.

(1855)

Mary Hawkins -----Louisburg, N. C.  
Fannie Faucet -----  
Lizzie Kimbro -----

(1856)

\*Mrs. Pattie Jones Singleton-----Newberry, S. C.  
Mrs. William King (Bettie Sills)-----Cedar Rock, N. C.

(1857)

Mrs. Jordan Barrow (Julia Latimer)-----Louisburg, N. C.

(1858)

Mrs. Peter Allen (Nellie Brown)-----Warrenton, N. C.  
Mrs. Anna Lawson (Anna Branch)-----Durham, N. C.  
Josephine Jones -----Louisburg, N. C.  
Siddie B. Green-----Franklinton, N. C.  
Mrs. Eugenia Tatum-----  
Tip Terrell -----Louisburg, N. C.

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\* Deceased.

(1859)

Mrs. Sarah Newell-----Louisburg, N. C.  
 Mrs. C. M. Cooke (Elizabeth Person)-----Louisburg, N. C.  
 \*Mrs. Joel King (Bettie Massenburg)-----Warrenton, N. C.

(1867)

\*Mrs. W. H. Call (Maggie Arthur)-----  
 Mrs. Rena Ewan-----Cuba, Illinois

(1868)

Mrs. Jim Davis (Ellen Macon)-----Ingleside, N. C.  
 Mrs. Wiley Person (Prudence Person)-----Louisburg, N. C.  
 Mrs. Louis Terrell-----  
 Mrs. Alf Rowland-----Lumberton, N. C.  
 Mrs. J. B. Brewer (Bettie Joyner)-----Roanoke, Va.  
 Mrs. Sarah Hanks-----Durham, N. C.  
 Mrs. W. H. Lucas-----Rocky Point, N. C.  
 Julia Wright -----

(1869)

Mrs. S. G. Winstead-----Roxboro, N. C.  
 Mrs. Sue Satterfield-----Roxboro, N. C.  
 Mrs. Belle Barber-----Winston-Salem, N. C.  
 Mrs. Robert Gray-----  
 Amanda Blount -----

(1872)

Mrs. G. W. Ford (Lula Stegall)-----Louisburg, N. C.  
 Mrs. Venia Moye-----Durham, N. C.

(1873)

Clara Harris -----Louisburg, N. C.  
 Mollie Hall -----  
 Mrs. Katie Pulliam (Katie Furman)-----Asheville, N. C.

(1890)

Mrs. C. J. Shelburn (Helen Palmer)-----Green Bay, Va.  
 Mrs. Kemp Hill (Bettie Burt)-----Louisburg, N. C.  
 Mrs. J. C. Matthews (Mattie Bolton)-----Spring Hope, N. C.  
 Mrs. Zack Fortescue (Lucie Perry)-----Sladesville, N. C.

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\* Deceased.

## (1891)

Mrs. Austin Nelson (Pattie Cooper)	Rocky Mount, N. C.
Mabel I. Davis	Louisburg, N. C.
Mrs. Mattie Egerton Williams	Louisburg, N. C.
Lucy Foster	Louisburg, N. C.
Mrs. J. R. Collie (Eleanor Yarborough)	Raleigh, N. C.
*Jessie Ellington (Mrs. Eason)	
Mrs. S. S. Meadows (Sallie Wilson)	Louisburg, N. C.
Mrs. John Mitchiner (Bettie Perry)	Franklinton, N. C.
Mrs. John Wilson (Mary Perry)	Margaret, N. C.
Mrs. Arch Green (Minnie Cade)	Littleton, N. C.

## (1892)

*Mrs. Minnie S. Edwards	
Lula Jackson	Littleton, N. C.
Sarah Stansell	Selma, N. C.

## (1893)

Mrs. Asa Parham (Sumner Fuller)	Henderson, N. C.
Mrs. William Nicholson (Bird Person)	Plymouth, N. C.
Cora D. Bagley, 1851 Wyoming Avenue	Washington, D. C.

## (1894)

Mrs. J. K. Salmons (Susie Moseley)	Lynchburg, Va.
Mrs. J. L. Hassell (Blanch Barden)	Greenville, N. C.
Mrs. J. R. Yelverton (May Belle Bagley)	Stantonsburg, N. C.
Mrs. Clarence Matthews (Matilda K. Foster)	Columbia, Tenn.
Mrs. Wayland Scott (Julia Pleasants)	Louisburg, N. C.

## (1895)

Mrs. J. L. Palmer (Bessie Upperman)	Louisburg, N. C.
Mrs. C. F. Carroll (Mamie Massenburg)	Warsaw, N. C.
Lola Jackson	Mapleville, N. C.
Mrs. C. H. Washington (Lucy Jones)	Oxford, N. C.
Mrs. Esie Clements (Esie Byrum)	Raleigh, N. C.
Mrs. Will Hooker (Nannie Whitehurst)	Aurora, N. C.
*Miss Sallie Lou Best	

## (1896)

Mrs. L. P. Sorrell (Mary Ragsdale)	Raleigh, N. C.
Sallie Pleasants	Louisburg, N. C.
*Mrs. B. G. Hicks (Minnie Egerton)	Louisburg, N. C.

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\* Deceased.

## (1897)

Ora Winston	Franklinton, N. C.
Mary E. Underwood	Raleigh, N. C.
Mrs. W. T. Litchfield (Mamie Whitehurst)	Aurora, N. C.

## (1899)

Mrs. N. W. Walker (Eva Pritchard)	Chapel Hill, N. C.
Mrs. George Makely (Lina Underwood)	Swan Quarter, N. C.
Mrs. J. F. Webb (Sarah Gorham)	Oxford, N. C.
Mrs. Charles Harding (Sallie Whitehurst)	Aurora, N. C.
Mary Best	Louisburg, N. C.
Mrs. S. U. Davis (Mamie Smith)	Eulonia, S. C.

## (1900)

Mrs. W. Underhill (Florence May Egerton)	Louisburg, N. C.
Mrs. Glen Bonner (Katie Stilley)	Aurora, N. C.
Mattie H. Ballard (Mrs. R. H. Yarborough)	Louisburg, N. C.
Oleona May Jones, 720 W. 20th St.	Birmingham, Ala.
Nellie Martin	Wake Forest, N. C.
Mrs. Ben Brown (Annie Strickland)	Spring Hope, N. C.
Mrs. H. W. Allen (Maud Dickens)	Franklinton, N. C.
Mrs. P. A. Reavis (Bettie Hill)	Louisburg, N. C.
Mrs. R. E. Prince (Massie Thomas)	Raleigh, N. C.
Mrs. Mamie Bray (Mamie Pegram)	Berkley, Va.
Mrs. F. A. Clarke (Nannie Spivey)	Biltmore, N. C.
Mrs. C. Rodwell (Lucie Allen)	Warrenton, N. C.
Hallie Jones	Stem, N. C.
Mrs. A. H. Fleming (Helen Williams)	Louisburg, N. C.
*Mrs. Rosa Richardson Pope	
Margaret Askew	Windsor, N. C.

## (1901)

*Mrs. E. G. Garlick (Alice Joyner)	
Mrs. W. E. Conally (Virginia Underwood)	Leesburg, N. C.
Edna Thompson	Wilmington, N. C.
Mrs. E. S. Ford (Hazel Waddell)	Louisburg, N. C.

## (1902)

Mrs. Lloyd Liles (Sallie Green)	Charlotte, N. C.
Wilhelmina Mann (Mrs. Carlos O'Neal)	Fairfield, N. C.

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\* Deceased.

Annie Smith .....	Rockingham, N. C.
Mrs. Lily Underwood Lilly .....	
Mrs. Lula Spencer Matthews .....	Louisburg, N. C.
Mrs. C. B. Church (Lelia Johnston) .....	Henderson, N. C.

(1903)

Mrs. H. T. Rogers (Glennie H. Aycocke) .....	Dyersburg, Tenn.
Sallie Elizabeth Bagley .....	Roanoke Rapids, N. C.
Mrs. C. W. Smith (Pearl Berry) .....	Pantego, N. C.
Mrs. G. S. Baker (Blanche W. Egerton) .....	Louisburg, N. C.
Maude Holmes .....	Sanford, N. C.
Mrs. T. A. Cooper (Belle Davis) .....	Rocky Mount, N. C.
Mrs. W. S. Dudley (Lydie Long) .....	Lake Landing, N. C.
Mrs. Rosalind Mason Bater .....	
Esther M. Paschal (Mrs. A. B. Diebel) .....	Norlina, N. C.
Mrs. M. S. Morrison (Sallie Perry) .....	Wilson, N. C.
Edna Earl Watkins .....	Blanche, N. C.
Mrs. Lula C. Coltraine .....	
Routhe V. Bullock (Mrs. ———) .....	Ringwood, N. C.
Mrs. C. A. Cochran (Mary S. Bullock) .....	Rocky Mount, N. C.
Mrs. V. Barnhill (Nannie Beck Cooper) .....	Rocky Mount, N. C.
Mrs. T. F. Terrell (Lessie May) .....	Raleigh, N. C.
Mrs. W. G. Jones (Eula Mitchiner) .....	Raleigh, N. C.
Myrtice Gardner .....	City Point, Va.

(1904)

*Mrs. Percy White (Mary Malone) .....	
Katie Furman .....	Louisburg, N. C.
Mrs. F. Smith (Mattie Young) .....	Duke, N. C.
Maggie Whitley .....	Selma, N. C.
Mrs. Simpson (Maggie Saunders) .....	Elizabeth City, N. C.
Mrs. J. Oliver McArthur (Estelle Smith) .....	Rowland, N. C.
Mary Ricks (Mrs. ———) .....	Nashville, N. C.
Mrs. Kenneth Wagstaff (Bettie Lou Hester) .....	Roxboro, N. C.

(1905)

Lucy Berry .....	Swan Quarter, N. C.
Gladys Beckwith (Mrs. H. D. Tyler) .....	Miami, Florida
Nina Corbett (Mrs. ———) .....	Whitakers, N. C., R. F. D.
*Mrs. H. A. Newell (Janet Hayes) .....	
Stella Hicks .....	Wise, N. C.

\* Deceased.



Ursula Singleton (Mrs. F. Johnson)-----Cerro Gordo, N. C.  
 Virginia Spruill (Mrs. Moses Gilliam)-----Windsor, N. C.  
 Mrs. A. J. Barbour (Maude Underwood)-----Greensboro, N. C.  
 Mrs. Edward Best (Nan Malone)-----Louisburg, N. C.

(1906)

Olivia Moseley -----LaCrosse, Va.  
 Mrs. Cockrell (Ola Perry)-----Spring Hope, N. C.  
 Maude Fleming -----Jacksonville, Fla.  
 Kate E. Story-----Murfreesboro, N. C.  
 Ohner May -----Raleigh, N. C.  
 Lura Pelletier (Mrs. -----)-----Stella, N. C.

(1907)

Annie Davis Bagley-----Jackson, N. C.  
 Lula Davis Massenburg (Mrs. -----)-----Louisburg, N. C.  
 Mrs. Scott Wylie Allen (Isabelle McRae)----60 Pert St., Atlanta, Ga.  
 Josephine Pinnell (Mrs. -----)-----Louisburg, N. C.  
 \*Nellie Grey Wilson-----Louisburg, N. C., R. F. D.

(1908)

Mary Louise Allen-----Warrenton, N. C.  
 Annie Estelle Carroll-----Warsaw, N. C.  
 Mrs. Fred Hicks (Mary Alfred Cooper)-----Louisburg, N. C.  
 Emma Selma Corbett-----Whitakers, N. C.  
 Alice James Costen (Mrs. Benton)-----Evergreen, N. C.  
 Mrs. G. C. Modlin (Pattie Bet Davis)-----Rocky Mount, N. C.  
 Martha Emma Duke (Mrs. Walter Strange)-----Henderson, N. C.  
 Mrs. O. H. Newell (Jennie Williams Duke)-----Kenansville, N. C.  
 Ida Ellis (Mrs. T. M. Moring)-----Stokes, N. C.  
 May Amanda Holmes (Mrs. M. S. Davis)-----Louisburg, N. C.  
 Ola Sudie Long-----Morehead City, N. C.  
 Belle Mitchiner -----Franklinton, N. C.  
 Mrs. J. S. Alford (Annie Eugenia Perry)-----Mapleville, N. C.  
 Mary Helen Webb-----Raleigh, N. C.

(1909)

Annie L. Allen (Mrs. Gaither Beam)-----Louisburg, N. C.  
 Mrs. W. A. Kime (Mary Foy)-----Pollocksville, N. C.  
 Marguerite Harris -----Youngsville, N. C.  
 Mrs. A. G. Woodard (Elizabeth Joyner)-----Princeton, N. C.

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\* Deceased.

Mrs. Allison Hodges (Maude F. Hicks)	Louisburg, N. C.
Bessie Ormond (Mrs. Byrd Wade)	Morehead City, N. C.
Fannie Bell Thomas	Norfolk, Va.
Willie Lee Thomas (Mrs. Roy Daniels)	Oxford, N. C.
Mrs. Melville Wilder (Mamie A. Wilder)	Louisburg, N. C.
Carrie Marrow	Henderson, N. C.

## (1910)

Bowers, Annie	Littleton, N. C., R. F. D.
Corbett, Callie	Whitakers, N. C., R. F. D.
Egerton, Mary Stuart (Mrs. C. Myrick)	Panama
Gardner, Sallie E. (Mrs. Roy Bowers)	Littleton, N. C.
Jerome, Annie C. (Mrs. E. Bowers)	Jackson, N. C.
Mrs. L. H. Whitley (Sarah Jones)	Windsor, N. C.
Johnson, Rebecca D. (Carl Stallings)	Denver, Col.
Mrs. G. Person (Madeline Kearney)	Louisburg, N. C.
Midgett, Letitia	Manteo, N. C.
Norwood, Annie (Mrs. Carl Griffis)	Raleigh, N. C., R. F. D.
Norwood, Bessie	Raleigh, N. C., R. F. D.

## (1911)

Clarke, Evelyn Byrd	Ansonville, N. C.
Dickens, Mamie Glenn	Franklinton, N. C.
Flythe, Jessie Helen (Mrs. ———)	Conway, N. C.
Floyd, Maggie Sanford (Mrs. L. L. Villier), 3215 Eastwood Ave., Chicago, Ill.	
Martin, Mattie Eugenia (Mrs. ———)	Conway, N. C.
Massenburg, Fannie Lillian	Louisburg, N. C.
Paschall, Celina Alma	Norlina, N. C.
Smith, Pauline Helen	Louisburg, N. C.

## (1912)

Aycocke, Lizzie Lee	Granite Falls, S. C.
Brewer, Mattie (Mrs. L. G. Walston)	Halifax, N. C.
Draper, Bessie	Nashville, N. C.
Edwards, Dolly (Mrs. O. B. Moss)	Spring Hope, N. C.
Edwards, Helen (Mrs. W. Hargrove)	Tarboro, N. C.
Egerton, Kathleen	Louisburg, N. C.
Fuller, Rilla (Mrs. Beasley)	Louisburg, N. C.
Hayes, Mary (Mrs. H. A. Newell)	Louisburg, N. C.
Hicks, Margaret (Mrs. Cary Havard)	South Boston, N. C.
Holmes, Jessie	Sanford, N. C.
Joyner, Laurane (Mrs. C. Godfrey)	Jonesboro, N. C.

Keene, Pearle (Mrs. Bill Alley)	Parkton, N. C.
Macon, Mary Bell	Louisburg, N. C.
Mountain, Myrtle (Mrs. ———)	Windsor, N. C.
McWhorter, Jaynie (Mrs. J. S. Holland)	New Bern, N. C.
Midgett, Lucetta	Manteo, N. C.
Paschal, Pauline (Mrs. ———)	Norlina, N. C.
Preston, Louise	Abingdon, Va.
Thomas, Rebekah	Norfolk, Va.
Wetherington, Julia	Tuscarora, N. C.

## (1913)

Alma Adams	Four Oaks, N. C.
Mrs. E. Jones Macon (Lillian Adams)	Linden, N. C.
Julia Elizabeth Barrow	Louisburg, N. C.
Elizabeth T. Ellerbe	Rockingham, N. C.
Ruth McDaniels Evans	Wilmington, N. C.
Lillian Farley (Mrs. J. V. Smith)	Greer, S. C.
Rebecca Green	Macclesfield, N. C.
Rena May Hooker (Mrs. Reding Thompson)	Aurora, N. C.
Mrs. Sam Turner (Mollie Johnson)	Littleton, N. C.
Mrs. Dow Pender (Ruth McWhorter)	Tarboro, N. C.
Archa Martha Ormond	Morehead City, N. C.
Hodgie Ballard Williams	Louisburg, N. C.
Ruth May (Mrs. Randolph Dew)	Spring Hope, N. C.

## (1914)

Cora Adams	Linden, N. C.
Carrie Banks (Mrs. Loftis)	Mebane, N. C.
Gertie Bradsher (Mrs. C. Merritt)	Roxboro, N. C.
Annie Dixon	Mebane, N. C.
Helen House (Mrs. F. Taylor)	Dunn, N. C.
Meda Henninger (Mrs. H. C. Privett)	Statesville, N. C.
Annie Parker (Mrs. G. L. Edwards)	Mebane, N. C.
Lucile Shore	Wilmington, N. C.
Mary Shore	Wilmington, N. C.
Lottie Turner	Garner, N. C.
Lucile Winstead (Mrs. Gardner)	Macon, N. C.
Lissie Woodard	Princeton, N. C.

## (1915)

Eloise Crews	Dabney, N. C.
Belle Foscue	Kinston, N. C.
Zola Gage	Alta Pass, N. C.

Bettie Harker	Morehead City, N. C.
Irene Hardison	Washington, N. C.
Gladys Jerome	Kenly, N. C.
Ruth Jones (Mrs. N. H. Biddell)	Hasty, N. C.
Lottie Kerr (Mrs. Leslie Johnson)	Wrightsboro, N. C.
Marie Long	Morehead City, N. C.
Alice Taylor	Stovall, N. C.
Eleanor Yarborough	Louisburg, N. C.

## (1916)

Laura Beavers (Mrs. J. A. Burnette)	Maricopa, Cal.
Irene Bradsher	Roxboro, N. C.
Clara Bell Chadwick	Pollocksville, N. C.
Lillian Darden	Stantonsburg, N. C.
Mary Belle Dement	Louisburg, N. C.
Colleen Garriss	Pikeville, N. C.
Grace Harris	Louisburg, N. C.
Lucile Johnson	Bunn, N. C.
Lottie Johnson	Louisburg, N. C.
Ruby Jones	Maxton, N. C.
Sarah Kennedy	Goldsboro, N. C.
Corinna Sanders	Smithfield, N. C.
Lily Strauther	Roanoke Rapids, N. C.
Vera Wagstaff	Roxboro, N. C.
Carrie Wagstaff	Roxboro, N. C.
Stella Ward	Middlesex, N. C.

## (1917)

Elizabeth Alston	Louisburg, N. C.
Sallie Braswell	Nashville, N. C.
Mary Bradley	Elizabeth City, N. C.
Lucile Clarke	Ansonville, N. C.
Eugenia DeFord	Richlands, N. C.
Mabel Davis	Laurinburg, N. C.
Florence Egerton	Louisburg, N. C.
Mamie Ellerbe	Roberdel, N. C.
Myrtle Fuller	Wake Forest, N. C.
Ruth Gatling	Ahoskie, N. C.
Elizabeth Howell	Goldsboro, N. C.
Mary House	Thelma, N. C.
Olivia Hobgood	Louisburg, N. C.
Lyda Inscoc	Louisburg, N. C.
May Perry	Louisburg, N. C.

Helen Smithwick	Louisburg, N. C.
Maggie Taylor	Nashville, N. C.
Beatrice Turner	Louisburg, N. C.
Moselle White	Durant's Neck, N. C.
Camilla Yarborough	Louisburg, N. C.

## (1918)

Elizabeth L. Allen	Louisburg, N. C.
Elizabeth H. Allen	Goldsboro, N. C.
Bettie Benn	Thelma, N. C.
Lillian Beasley	Louisburg, N. C.
Kathryn Bryan	Rodman, Fla.
Mary A. Crews	Dabney, N. C.
Ruth Early	Louisburg, N. C.
Dorothy Gay	Jackson, N. C.
Ruth Hall	Louisburg, N. C.
Emma Hooker	Aurora, N. C.
Eunice Jerome	Kenly, N. C.
Bessie Kornegay	Alvin, N. C.
Sallie King	St. Paul, N. C.
Mary Turner	Louisburg, N. C.
Jessie Thomas	Louisburg, N. C.
Fonnie Westbrook	Pink Hill, N. C.
Loo Sung Woo	Shanghai, China

## (1919)

Mary Brown	Garysburg, N. C.
Cynthia DeFord	Richlands, N. C.
Eula Rae Griffin	Manteo, N. C.
Virginia Joyner (Mrs. M. E. Barrett)	Jackson, N. C.
Janie Lassiter	Raleigh, N. C.
Leah Love	Monroe, N. C.
Sara Newberne	Powell's Point, N. C.
Annie Newman	Leasburg, N. C.
Emily Wood Parker	New Bern, N. C.
Lelia Smith	Bachelor, N. C.
Lillian Spencer (Mrs. W. Crowell)	Lillington, N. C.
Rosa Waddell	Selma, N. C.
Mary Winstead	Roxboro, N. C.







